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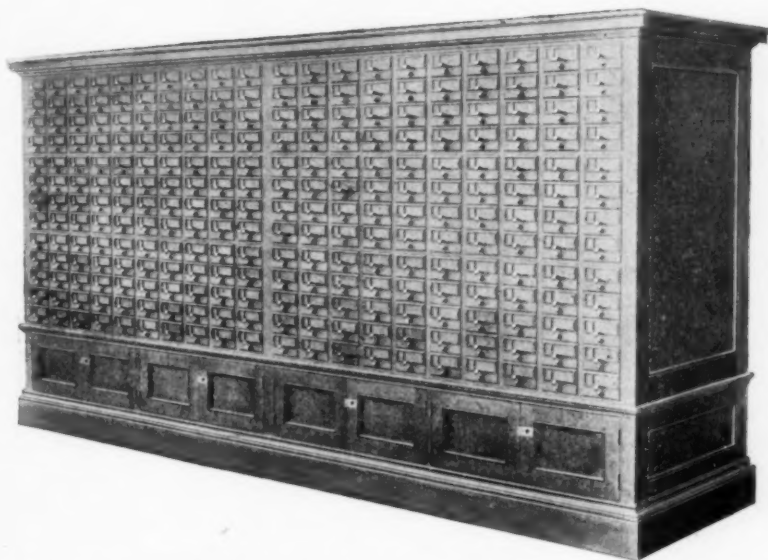
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THE LIBRARY JOURNAL

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No. 5

The preparations for the A. L. A. conference at Berkeley are now completed, and an outline of the program is given elsewhere. Interest in the California conference will center, however, for visitors from the East, in the exceptional travel plans which the committee have worked out and which offer the most remarkable combination of attractions of any of the many pre- and post-conference journeys in the history of the A. L. A. That visitors from the Atlantic coast should be able within a month to enjoy adequate stops on the way to the Rockies, a visit at charming Riverside, two days for the beautiful exposition at San Diego, then the conference itself and the great San Francisco Exposition, the coast journey by rail all the way from Mexico to the Canadian border, with visits at Portland, Tacoma and Seattle, a day's excursion on Puget Sound, and finally the wonderful trip back over the Canadian Rockies, with rests at Lake Louise and Banff—all this should make the journey the greatest possible attraction and the greatest possible success. The party from New York will exceed sixty, though New England is not promising an adequate quota, and the special train by the time it reaches Denver will carry over a hundred. It is to be regretted that the conference is at such time of the year as to make difficult the attendance of college librarians, but all who can attend the conference and join the post-conference party, should certainly avail themselves of the remarkable opportunity.

THE relation of the library in the modern university is well emphasized in the location of new university libraries. Thus, at Harvard the Widener Library, which will be opened to the Harvard alumni on Commencement Day and have a later professional opening in the fall, has the central and commanding position in the famous Yard, and indeed in the splendor of its fa-

cade dwarfs the historic brick buildings of this most ancient of our colleges. This superb building with its stack capacity for over two million volumes is worthy of Harvard, whose college library has always been foremost among college libraries, and it is especially interesting not so much for the spacious and lofty reading room as for the several hundred study rooms, cubicle-like, which surround the stack, giving special facilities for the individual work of professors and students. The building has administrative disadvantages necessitated by its character as a memorial, with a central fane housing the private library collected by young Widener while a Harvard student, and the extension of this memorial library from the special fund donated for this purpose. This occupies what would otherwise be the central court and cuts off access from the stack except at the two ends, but is scarcely to be criticized in view of the splendor of the gift and the parental affection thus enshrined and perpetuated by Mrs. Widener.

The new library of Johns Hopkins University, at Homewood in Baltimore, even more strikingly illustrates the central position of the modern university library. Gilman Hall, which is the library building, the name being in memoriam of the first president of the university, is the dominant architectural feature of the whole university plan, occupying the most conspicuous place in the perspective and communicating with the other buildings of the main quadrangle, when they come to be built, through corridor wings. This building, illustrated in the LIBRARY JOURNAL, November, 1913, was planned with the administrative needs of a university library as the guiding thought; and thus both architecturally and administratively exemplifies the modern university as a collection of special schools, each with its departmental library,

but all the libraries co-ordinated within a central building. As new university libraries are planned in the future they will probably follow some such type as that so splendidly worked out at Johns Hopkins.

At the other extreme a plan has been proposed by an architect for a library building at the College of the City of New York which is almost grotesque as an example of how not to do it. The magnificent new buildings of the college, designed by George B. Post in collegiate Gothic, among the best examples of this school of architecture in the country, crown the bluff which overlooks St. Nicholas park and the Harlem plain. Instead of making the library, which is to be the gift of the alumni, a feature of the general plan, this architect, ignoring Mr. Post's scheme, proposed to hide the building under the bluff by excavating from a lower level and making the roof of the structure not a roof garden but a roof park, which from the level of the other buildings would seem only a park. The plan would have the further disadvantage of backing a dead wall against the bluff and of giving to a building which most of all needs surrounding illumination, light only from the front. It is scarcely necessary to add that in this case no experts on library buildings or library authorities otherwise have been consulted in the preparation of this plan.

The question most difficult in the university library, but found in some measure in all libraries, is that of departmental collections and the extent to which volumes should be duplicated. Even in the smallest library there is question whether a book valuable for reference should be kept from circulation, or whether circulation should be permitted at the expense of reference use, or whether there should be duplication of copies. In the university library copies of a single book may be required both for reference and for circulation, in the main library and in a number of departmental

libraries. The Johns Hopkins Library plan is not possible in most cases. In fact no general solution can be offered and the university librarian must make the best compromise he can between the needs for duplicate volumes and the limitations of his budget. Of course a partial solution of the question is such supplementary card catalogs in each department as will readily point the student to books in the main library or in other departmental libraries.

The "American Library Annual 1914-15," soon to be issued from this office, will contain a practically new list of American libraries, reworked with the advantage of the Bureau of Education material, covering the usual statistics. It will contain a new feature in a cumulation of the department of Library Work from the 1914 issues of the LIBRARY JOURNAL, for which there has been much demand. We trust that with these important features, the Annual will meet a wider reception than ever. The *Index to Dates* for 1914 will also be included in cumulated form, and in addition the other departments as heretofore, with the exception of the publishers' and book-trade lists which will form part of a separate book-trade handbook later. After this year the *Index to Dates* will not be included, as its monthly issue is superseded by *Information*, now published from this office. This new periodical is intended to do a distinct library service, alike at the information desk, in the reading room, and in the administrative department, and is in fact planned as a co-operative scheme in the interests of libraries. Its first year is experimental and it will be developed to meet the needs of libraries and other uses as they are manifest. Under the title *Information Quarterly* it will be cumulated each three months, and the first quarterly cumulation is already before the library public. We are glad to have not only the support of all libraries but their criticisms and suggestions for what should be a permanent and valuable addition to library equipment.

LIBRARY PROBLEMS RESULTING FROM RECENT DEVELOPMENTS IN AMERICAN UNIVERSITIES*

BY FREDERICK C. HICKS, *Law Librarian, Columbia University.*

THE university library differs fundamentally from the public library in that it cannot choose its own line of development. It has before it at the outset a specialized problem, created by agencies superior to itself, which it must solve in order to perform its function. The initiative lies not with the university library, but with the university as a whole, attempting to arrive at certain ends and using the library as one means towards their accomplishment. The public library, on the contrary, is not functionally subordinate to the public school. Its development has been parallel with the school, and it has chosen its own methods of contributing toward the advancement of public education. It was the public library and not the school which chose as its motto, "The public library is an integral part of public education." The slogan was needed because the public, namely the tax-payers, had not yet been convinced that the public library was as essential as the public school. The emphasis on public education assumed also that college and university libraries were already recognized as integral parts of higher education. In theory, the assumption was justified, and the foremost among teachers and administrators have emphasized this fact in their writings and from the platform. On the general proposition, no argument is necessary; but there is need of directing the attention of both teachers and librarians to the detailed library problems that arise because teaching and librarianship are both parts of one scheme of higher education. Unless these problems are considered and provided for in advance, any change in scope, purpose or method in an institution of higher education leaves the library lagging behind, forced into a period of temporary inefficiency, from which it emerges with unnecessary effort.

The purpose of this article is to point out

some of the difficulties which confront the library as a result of its intimate connection with the university. Many phases of the subject are scarcely touched upon, as for instance, the problem of supplying books for individual research by professors and graduate students. The discussion concerns itself chiefly with questions involved in dealing with groups of students whether they be engaged in graduate or undergraduate work. The material arranges itself under the headings Extension and growth, and Changes in methods of instruction; and since the latter topic is the more subtle in its implications it will be treated first.

CHANGES IN METHODS OF INSTRUCTION

The general tendency in all instruction to-day, including even that in preparatory and high schools, is from what may be called the few-book method to the many-book method,—a recognition of the power of the printed page for which librarians have always stood sponsor. The lecture, note-taking, text-book and quiz method of instruction is fast passing away in undergraduate as well as in graduate study. Text-books are still in use in undergraduate and Master of Arts courses, but they have been relegated to a subordinate position. Emphasis is laid on work done and the assimilation of ideas gathered from many sources rather than upon memorizing the treatise of one author. Necessarily, references are chiefly to easily accessible works of secondary authority, and reading instead of research is the objective. The culmination of this method is found in study for the Doctorate in which research among documents of primary authority is carried on less closely under the daily direction of instructors, but with inherent need for consulting many books.

Instruction, therefore, is in reality carried on by the case method, which has come into extensive use in law schools. In

*This article was also printed in the *Educational Review* for April, 1915.

the law school, however, the difficulty of supplying a sufficient number of copies of law reports led to the preparation of case-books, and, contrary to expectations, the publication of these books did not decrease the demand for the original reports. In most law schools the case-book serves merely as a point of departure in the investigation of principles. The case method has also been adapted to the study of medicine, a work entitled "Case teaching in medicine" having been prepared by Dr. Richard C. Cabot of the Harvard Medical School. In other subjects, however, the case method has not yet resulted in the preparation of case-books which might be substituted for references to the original sources. There are, indeed, many source books in history, politics, sociology, the classics, and literature, but these thus far have been used as collateral reading and not as substitutes for the sources themselves. It is doubtful whether the case-book for other subjects will ever reach the extensive development which has taken place in law. But the case method itself, apparently, has come to stay. It has been developed so far in fact that most universities now give courses for which no text-book is available. For instance, Professor Frederick J. Turner of Harvard University announces in a syllabus of 116 pages that there is no text-book suitable for use in his course on the History of the West in the United States. He thereupon gives citations to about 2100 separate readings contained in 1300 volumes, and says that his course requires no less than 120 pages of reading per week in these books. Professor James Harvey Robinson's course in Columbia University on the History of the Intellectual Class in Western Europe has no text-book, and the reading for a class of 156 students is indicated in a pamphlet of 53 pages, containing references to 301 books. Illustrations could be taken from almost any subject in the university curriculum. For instance, in Course 151 Geology, Columbia University, a graduate course, between three and four thousand pages of reading a semester are required in addition to the study of textbooks and attendance upon lectures. The course is divided as follows: two hours a week are

devoted to lectures, while eight hours a week are devoted to readings in many books.

The above indicates a general tendency in instruction which has a direct effect upon library problems, and it may be assumed that any librarian will attempt to foresee and meet new demands resulting from such a general development going on under his observation. When, however, there is specific action by the university administrator in line with this development, he may find it more difficult without advance information to foresee the problem. A few illustrations may be helpful.

The adoption of the preceptorial system by Princeton University was a decided change from the former method of instruction, and was likely to modify the library problem to an unusual extent. It did, in fact, during the first year of its operation, increase the use of reserve books in the library building more than 16,000 volumes, in addition to greatly increasing the use of the 30,000 volumes on open shelves; and the new demands made it necessary to appropriate annually a considerable sum for the purchase of duplicates. From Columbia University a pertinent example may be drawn. On July 1, 1912, a resolution of the Trustees went into effect changing the regulations governing the degree of Master of Arts. Instead of judging a student's qualifications for the degree by attendance upon lectures and by his thesis, it was required instead that a student should devote to his work "about ten hours a week, including whatever attendance, preparation, incidental reading, or laboratory work may be required." It was possible, therefore, for instructors to require fewer hours of attendance upon lectures and to assign regularly and systematically a greatly increased amount of reading. This they did with the result that in the year 1912-13 there was a total increase in the use of books in the General Reading Room of nearly 32,000 volumes. The increase in the use of reserve books alone was nearly 6000 volumes.

From the library point of view, the growth of the laboratory or case method of instruction appears to be an independent phenomenon. It should be noticed,

however, that coincident with it is the general tendency to adopt a policy of teaching each subject with emphasis on its relations to other subjects. The combined effect which these two changes in methods of instruction have had on library practice is a topic worthy of more careful study than it has here received. It is possible, however, to state the following observed results:

(1) The total number of volumes needed for a course is larger now than formerly, both because of the increase in the number of separate books required, and because of the need of extra copies of many of these books. Duplication of books has become a normal method of supplying reading. This appears in the accession records of Columbia University Library, which show the addition of duplicates as follows:

1910-11	1911-12	1912-13	1913-14
115	190	1240	3523

It is a significant fact, also, that the College Study, which is the undergraduate reading-room of Columbia College, has over 1000 duplicates out of a total of about 6000 volumes.

(2) There is a progressive demand for larger collections of books on open shelves where they may be consulted without formality. The department library movement is one result of the need for easy access to books. There are opposing elements in the idea of direct access. The first is the desire of departments to build up special collections adjacent to classrooms and laboratories, primarily for the use of one group of students. The second is the need felt by one group of students for convenient reference to books segregated for another group. Because of emphasis on the relations between subjects each of which is taught by the case method, there is a considerable overlapping in the printed material required. Unless the librarian has unlimited funds, he has before him an impossible task, involving the purchase of innumerable duplicates and the adjustment and readjustment of the classification according to the changing desires of each department of instruction. The necessity for compromise is apparent, and this shows it-

self in the tendency, except in the professional schools, to limit the growth of department libraries to narrow lines, providing for other needs by making a large part of the collections in the general library accessible on open shelves.

In a reference library, open shelves, whether in department libraries or in the general library, require much high-grade library service. The reference librarian becomes a direct teacher in the use of books, and gives constant assistance not merely in finding separate books, but in dealing with the whole literature of a subject. Librarians are well pleased that the exigencies of instruction require open shelves, for this is a library policy which has long been approved by them on independent grounds. It is possible, however, that open shelves may be responsible for an increasing difficulty which confronts the reference department. Graduate students require more assistance in the use of card catalogs than in former years. It has been assumed that this is due to inherent difficulties in the catalogs themselves, including size and complexity of arrangement. The fact may be, however, that the fault lies in the training of the student, who up to the time when he enters upon his graduate work has had little practice in the use of the catalog because books are directly available either on the open shelves or at the reserve desk.

(3) The whole development from the few-book method to the many-book method presupposes a system of reserve books. By this expression is meant the placing of a collection of books behind an enclosure of some kind from which they are given out by a library assistant for use in the room. The reserve collections, continually changing in accordance with the directions of instructors, are in reality composite textbooks. The burden of purchasing and caring for these books has been transferred from the student to the library. Such a system is first of all a convenience to the students who thereby know where the required reading in a given course is to be found. It is also essential from the library point of view in order that the books which the library already possesses may be in constant use before additional copies are bought. This is accomplished by permit-

ting the student to keep a book only while he is actually using it, and in some cases, during rush periods, limiting the length of time during which he may use the book in the reading room, in order that it may be loaned to as many students as possible in one day. A record of the use of the book, including the students' names, is kept, and this information may be of great assistance to professors in learning what students are doing the required reading. The mere clerical work of maintaining an efficient reserve system is large, its success being dependent upon intelligent co-operation between the teaching faculty and the library; but it involves also a technical problem to be solved by the librarian. What relation does the number of copies of a given reserve book bear to its use? To put the question concretely, How many copies of a book are required to supply a class of 200 students, all of whom must read thirty pages of the book within two weeks? The librarian must decide this question in advance, in order that enough books may be on hand. He cannot rest his decision wholly on the recommendation of the instructor chiefly interested, because requests for the same book often come from several sources. The duty of administering the reserve collections with economy and efficiency must be accepted by the library. In order to find a basis for judgment, the present writer in 1910 attempted a study of the use of reserve books in the Columbia College Study. For periods ranging from four to twenty-eight days, records were kept of the use of books most in demand in literature, history, philosophy and economics. For each book the following facts were recorded: (1) number of copies, (2) number of students in the class, (3) total number of times all copies of a book were used, (4) average use per day, (5) average use of one copy per day. Recognizing that it would be impossible to deduce definite conclusions from the figures, since they do not include other elements such as (a) the number of pages of required reading in each book, (b) the length of time in which it must be done, (c) the character of the subject matter, and (d) whether there were alternative reading, the following generalizations were made: In English and American litera-

ture, where ordinarily the reading is not difficult, a class of 175 to 200 students can be served with five copies of a book. In history and economics the same number of copies will serve a class of not more than 65 students when an assignment of 50 to 75 pages is to be read in ten days. In philosophy, three copies of a book are usually sufficient since the demand is steady rather than spasmodic.

The above conclusions were drawn on the assumption that professors would announce assigned reading a considerable time before it must be completed, and that excuses from students that "they could not get the books" would not be accepted. They relate only to one undergraduate reading-room, and must not be taken as generalizations which would hold in other colleges or under other conditions. They merely represent the results of one attempt to solve a technical problem involved in the administration of the reserve system.

EXTENSION AND GROWTH

There are two kinds of growth in a university which directly affect the library. The first is growth in what is offered to students, and the second is growth in the number of students and professors. Under the first head come additions to the curriculum. The evolution of the curriculum and its relation to the elective system have been extensively investigated by students of the history of education. It has been shown that the transformation of university libraries from storehouses to laboratories for use began when the elective system broke down the rigidity of the curriculum. This itself is a significant fact; but we need to realize that the curriculum is a matter of constant interest to librarians. The mental process of determining that a new subject shall be added to the curriculum involves a consideration of books, for no new subject is apt to receive serious consideration unless it has developed a literature of its own. Fundamental as this fact is, it is easily overlooked when a new course or department is established. In general it may be said that the literature of a new subject is the most expensive part of the equipment which will be required, and that very likely an addition to the library budget will be

necessary. As a general rule, "new departments are as sciences the result of combining certain phases of older sciences, or offshoots of one, or attempts to synchronize the work of several." The desire of the new officers of instruction is naturally therefore to draw from the general collections those books which deal specifically with the new subject, and to build up a collection which divides itself by new lines from the older topics. As has already been shown, this demands new purchases and much duplication.

The addition of an entirely new school to a university produces important library results even though funds are provided for additional books. For instance, the methods of the Princeton University Library have been almost revolutionized by the development of the Graduate School. With this development has come the necessity for segregating books which formerly were in the general collection, and of providing service which formerly was unnecessary. In Columbia University the establishment of the School of Journalism necessitated a large departmental library occupying a whole floor in the Journalism building, and containing in addition to ordinary reading rooms a newspaper room which is expensive to maintain. Immediately, however, the difficulty arose of so limiting the purchases for that School as not unnecessarily to duplicate the collections in the General Library.

Thus far, under this head, we have mentioned only extension by means of accretions to the curriculum. But there is a further avenue of extension by continuing the courses through the summer, and by continuing them into the evening. The Summer Session at Columbia University began in 1900 with an attendance of 417. From that time until 1909 the growth was gradual, but from 1909 to 1914 the attendance increased from 1946 to 5590. This enormous development of the summer courses, held during six weeks in July and August when the regular work of the university is suspended, makes continuous the wear and tear on books and the strain on the library staff. It is optional with members of the teaching faculty whether they accept appointments for the Summer Session, while

with the library staff the extra work has been considered part of their regular duty. There is no complaint on this score, but it is evident that the library problem has been greatly complicated. The summer vacation was formerly a period when large gifts could be cataloged, rearrangement of collections made, an inventory taken, and preparation made for the regular session. Practically all such work now has to be done during the brief period between the close of the Summer Session and the opening of the fall semester. Unfortunately this also is the period when most of the members of the library staff must take their vacations.

New university activity, through the Department of Extension Teaching, fills reading-rooms as well as class rooms during the evening, and creates a demand for new books and for more copies of books already provided for the day courses. The actual number of potential readers added to the clientele of the library by the Extension Department of Columbia University in the year 1913-14 was 2813. This number does not include those who have become members of the Institute of Arts and Sciences, which forms the non-academic division of Extension teaching. The needs of this latter group are partially met by co-operation with the Public Library, which has established a branch in the library building.

Problems raised by mere numerical growth in professors and students are perhaps more easily foreseen than any which have been discussed. It is evident that a library equipped as to buildings, staff and books to serve a faculty and student body of a given size must eventually have a larger equipment, if the number of users continues to increase. For some time the librarian, by readjustment of facilities and by increase in general efficiency, can meet the increased demands. To use the phrase of the engineer, he will not be justified in asking that his plant be increased until he has developed the existing equipment to the highest point of efficiency. He can prepare for a certain percentage of normal growth and will do so as a part of his ordinary duty: but there comes a time when nothing short of more seating capacity and larger appropriations for staff and for books will suffice.

CONCLUSION

From the above recital one undoubted conclusion can be drawn, namely, that the library not only in theory but in practice, is an integral part of the educational system of the university. It must be fully admitted therefore that the library's policy is predetermined by the university itself, and that the aim of the teaching faculty must be adopted by the librarian as his own. This done, his problem begins.

To those who have participated in the attempt to meet changing conditions in a growing university it is not necessary to point out that this problem is a technical problem. The librarian stands in the position of an engineer, to whom is presented a task which by the methods of his profession he must perform. Numerical growth, expansion, addition of new schools and new subjects, and the introduction of the laboratory method by which books are made actual tools for use, all mean to the librarian more books; larger reading rooms and more of them; a large staff, specialized and grouped into departments; the supervision of a complicated system; and capable business administration. These are all technical matters and are of sufficient magnitude to require all the time and strength of those to whom they are entrusted.

The peculiar relation which a university library bears to its constituency has produced various devices for giving the faculty a large voice in the administration of the library. There are faculty library committees, joint committees of the trustees and the faculty, departmental library committees and representatives, and there is general acceptance of the necessity for cordial co-operation between the library and each member of the faculty. All this is admirable; but faculty committees and representatives naturally concern themselves with policies and ends sought rather than with methods and technical library problems, while co-operation is a voluntary and unofficial relationship, easily overlooked in the press of academic duties. The technical problems remain to be performed by those who have elected to serve through the profession of librarian. And since no change can be made in the policy or methods of a university without raising some technical problem, it is the technical libra-

rian who, as adviser, should be placed in a strategical position in the university. In other words, he should be so placed in the university that all changes in the scheme of educational administration will normally come to his attention before they are acted upon, instead of after they have become accomplished legislation. It is not sufficient that he receive such advance information as others not primarily interested in the library deem necessary. It is not to be expected that those who do not actually direct the technical activities of the library will perceive fully the technical bearings of proposed legislation. The technical librarian therefore should be present at the meetings of that body through whose hands all educational legislation passes. This does not imply that he need be present as a voting member, but it does assume that he can be of assistance to the voting members and that, in order to perform efficiently the duties which rest upon him, he is entitled to foreknowledge of his tasks. As a practical working unit in the scheme of education, the library needs recognition, regardless of all questions of rank, title or academic standing.

"Why must people always read books to themselves?" asks Benjamin Ives Gilman. "Why should not public libraries read books to them?" No impracticable talent is needed, no Fanny Kemble or Charles Dickens, but simply an intelligent man or woman with a pleasant voice such as every educated circle can show; and no large lecture hall, but an apartment or alcove where a small group could gather without disturbing others. An enjoyable and profitable acquaintance with a book can in many cases be given on a single occasion by appropriate extracts connected by comment; and for larger works a series of readings might be arranged. A special reading-room or special reading-rooms might be a part of the plan of the library building, and a special corps of official readers—Docents in literature—made an adjunct of the library force. The schedule of readings might be laid out and advertised as a part of the library work.—"Popular Education" Report, U. S. Bur. of Educ., chap. xii, vol. 1, 1913.

THE COLLEGE LIBRARIAN AND HIS COMMUNITY*

BY L. L. DICKERSON, *Librarian, Grinnell College*

THE college librarian is particularly fortunate in his community. His patrons are quite definitely selected for him; the boundaries of his little city state are established for him; the maximum population which it is possible for him to reach does not vary greatly in numbers from year to year, and, best of all, practically every soul in his community is a user of the library. In fact, it is not possible for the college librarian to think of his constituents without a slight straightening of the shoulders, or a tendency to recognize other less fortunate librarians merely with a stare from over the tops of his spectacles. At such times as he stops to think of these less favored fellow workers he sees them spending sleepless nights studying applied sociology and the psychology of advertising in a frantic effort to find a method by which they may increase the number of non-fiction readers or bolster up the circulation in such a manner that it will show an increase over the corresponding month of the previous year; and he sees them attempting to keep the turnstile at the east entrance revolving through bringing in the small boy from his play, the society woman from her clubs, and the old man from his pipe and his corner. Since he has vision of his frantic driven friends in the public library working in this manner, this is the one thing that should make us charitable with him for his attitude of arrogance, for he sees himself in circumstances which make it unnecessary for him to go into the highways and byways as other men do. Do not his patrons, without his solicitation, come to him every day? If the population of his community is 1000, cannot he rest assured that 800 of these will cross the landing in front of his reading room every day, Sundays, and possibly Saturdays excepted? As a matter of fact, does not that community maintain and support fifty, sixty, or even a hundred truancy officers, commonly known as professors, associate professors, assistants and instructors, whose sole duty it is to see that

his reading room is comfortably filled; that all the old books and the best new books are read; that at least once or twice each year every book in the library is torn from its rightful place on the shelves and scattered to the four winds of the heavens by heartless vandals—vandals who in the public library are known as the “gentle reader,” but here as Smith’s class in poly sci or Old Granite’s class in tombstones? Can you blame him for being a little conceited over the very select people who go to make up his community, people coming from the best homes with all the buoyancy of youth (a buoyancy that cannot always be contained within the restricted walls of this community life, and must sometimes be released through zig-zag parades or “pep meetings” inaugurated for the purpose of midnight entertainment of lethargic townfolk), and a zeal for A’s; can you blame him for his pride in his community of gentle folk whose members always say “Thank you,” who have clean hands and who never infect you with such impossible annoyances as chicken pox, measles and mumps?

Considering, then, those librarians who must live in communities of varying sorts, in department stores, with foreigners whose only English vocabulary consists of “Teddy de Roose,” in the realms of the much-cultured people who know you only over the telephone, cannot the college librarian say, with some hope of carrying conviction, that his community is a particularly desirable one?

This librarian’s life, then, is a sort of communal one, and the community is made up of two elements: the officers of instruction and the student body. As a matter of fact, few college librarians to-day are content to confine their efforts strictly to the college circle, but rather they seek to extend opportunities to the alumni and others on their mailing list (these constituting an important part of their extension work), and to citizens of the towns in which the colleges are located. All of these are important and will justify any serious attention given to them; but for the present

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moment let us eliminate every element of the community except the student group, for in its final analysis it is the student for whom the college library exists, and all work which does not relate to him either directly or indirectly should be of secondary importance.

We shall eliminate for the present also the officers of instruction (and I hope that all of you who intend to become college librarians will subsequently enter some library school where you may carefully study the relation of the librarian to this particular element of your constituency).

We are concerned, then, in a modest way with the librarian and the student body in a college of liberal arts. In referring to the college library it is not always easy to distinguish between the university and the college, but in a general way let us have in mind the library in a college of liberal arts and the undergraduate student. This student offers problems and possibilities, not particularly peculiar, but yet *distinctive*, and so far as it is possible we shall separate them from those of the public library, the high school, and the university library.

Let us assume, first, that since the college librarian is working day by day with students who come to him for advice and direction, he should, and, to rise to the limits of his possibilities, must, be a teacher, and be as completely equipped as any classroom instructor on the college staff. This assumption will bear considerable amplification, and the reasons for it will become more evident as we progress.

Seriously and honestly, we are fortunate in our library patron. Let us consider this particular community with which we are concerned. We have the student at a time when he is of peculiar interest to the librarian; he is advancing from a period of allegiance to text books and of discipline to that final stage in his student life, the one of professional study and of dependence on himself. Here he is neither free from dependence on text books, nor does he consistently receive instruction through formal lectures, since he is likely to be the subject of both methods in the same day, and it is not at all unlikely that he will labor with the extremes of the two methods while taking different courses in the same depart-

ment. Again, either from choice or otherwise, previously he depended very largely on his teacher for direct guidance and advice in the preparation of his work, but now, under changing circumstances, he will to a much larger extent depend upon the librarian. The possibilities of a personal relation are very great for this very reason, especially if the college be of the smaller type, greater than they will be in the university where the very numbers make a personal touch a matter of some difficulty. If we examine our student carefully and consider him in successive stages from the grammar grade to graduate work, we shall find, I believe, that this is his great period of adjustment: his courses are selected with some particular thing in life in mind, the ideals of childhood days are still before him and are become more glowingly attractive or they are supplanted by new ones conceived in the light of broader experience; there are also students who are so exceedingly wise or so very foolish as to take everything in the college course the registrars will allow them, willing to wait a few years before they decide on a vocation. The nature and extent of the reading done by students in this latter class is of a value inestimable. And of most importance is the fact that a very large majority of college students are in the stage of adjustment of their moral and religious ideals; pretty definite ideas are becoming fixed of the students' individual relation to society, to the established law, written and unwritten, and to that transcendently bigger question—Life itself. I believe very firmly that the direction given to tendencies of college students gives rise to thoughts that are fathers of the actions of the college men and women who stand out as leaders in business and the professions, and I deny to any single factor in the college organization greater possibilities in this adjustment than to the library.

It behooves us to determine the aim of the college library reader, and, in turn, the aim of the library itself, and, if possible, to reconcile these two aims. We shall find, upon analysis, that the aims are practically correlative, and it becomes a mere matter of adjustment on the part of the librarian to make the library complete its function.

The aim of the student, so far as he has a definite one, is to have the library serve him in his attempt to master the subjects of instruction. Also, he will expect it to supply him with such general reading matter as his tastes demand, and he has a vague idea that the library is another factor in the college that will help him get a "liberal education." The librarian has this student at his great reading age, when, due to the time at his disposal and the variety of his studies, his opportunity for wide reading is greater than at any other period of his student life. I realize the utter impossibility of convincing any student of the truth of this statement, but the reading of hundreds of the best students and the testimony of graduates who look back with longing to these days convince me the more of its truthfulness.

With the aims of the student in mind, then, the librarian undertakes to meet these general and specific demands as essential to a realization of the aim of the library, which, in turn, is a realization of the ideal of the college. We hear from every direction the charge that this ideal is peculiar, vague, indefinite. It is said that the college should aim to give men a liberal education, then we are confronted with the charge of a distinguished president of an eastern university that "The college is without a clear-cut notion of what a liberal education is, and of how it is to be secured." There is the complaint again that the college student emerges flighty, superficial and immature, lacking, as a class, concentration, seriousness and thoroughness. No one can doubt, however, regardless of the criticisms, that the American college is making a serious attempt to give men broad vision and prepare them for service and for life in the biggest sense. That is the ideal. That is definite enough. Its realization should be the aim of the library and should constitute the broader outlook of the librarian, who will not allow it to be obscured in his attention to necessary and essential routine.

We have definitely placed the college library community for purposes of consideration to-day. In order, then, that we may understand the relation of the librarian to that community, let us note the importance of a thorough acquaintance with his partic-

ular community. This is especially important in an educational institution, where the student is received at the age of eighteen and the whole college interest is directed toward *him*—not toward the product of his work, for the college is not concerned with the accumulation of facts for the student, though to a certain extent the student must be a collector of information. Rather, in the library especially, we are intent upon developing in him certain tendencies and upon schooling him in methods of using materials, even though these methods may not be put to use while he actually is in college. Emphasis will be placed upon the side of instruction in the library rather than upon a direct finding of material. The student himself is the object of all of the forces in the college administration, and the librarian must study such administration as an aid to him in appreciating the co-ordinate forces which unite to turn out the finished product: the product, not to consist of a graduate, but of a man who will never graduate so long as he has a love of knowledge, an appreciation of beauty, and the power of reason.

The library will not only fail to contribute to the aim of the college if it does not relate itself to the whole administration, but it may, in fact, be a positive evil if it fails in this through maintaining one ideal of education while the general policy maintains another, thus making the student the victim of two opposing forces. These policies and ideals must be appreciated through a study from within. The librarian is more than an officer of administration, and in many respects (particularly in respect to his influence) his position carries more responsibility than that of the department heads. He will find that it is folly for him to try to relate his work to that of the administration and the classroom unless he bases his work on principles of sound educational policy. Working on this basis, he will seek information through faculty meetings and conferences, being careful always not to allow himself to be drawn aside by committee work which would misdirect his energies. He must know the individual teacher and his methods of working, in so far as they relate to the library. If the teacher believes in the best results being

obtainable through holding students to strict text-book assignments, his students will offer but few opportunities to the librarian; but if, on the other hand, he makes use of a lecture method, with broad reading lists and general assignments, the librarian has work of an entirely different character with the students concerned. It is only through conferences without number, and making use of such printed outlines as the instructors have available, that the librarian can meet the student sympathetically with an appreciation of the teacher's aim and work with him intelligently in preparation for the work which is outlined for him.

Then, too, it is of importance that the librarian be alive to the interests of the student and have a sympathetic appreciation of his problems. His interests are extensively varied, and we shall find that altogether too often they lie almost everywhere except in books. The library, as a mere collection of books, may be to him just so much lifeless or formidable matter, and to such a student it must, in its entirety, be socialized and vitalized. Life must be injected into it. Somewhere a personality must go out from it, and such personality is the thing that will give it life. The student who has cultivated the habit of reading will find it, the one who has just once conscientiously tried to follow a subject to its utmost limit will find it, and the personnel of the staff more than everything else will make the collection of books living. The members of the staff can give it a human relation; and let it not be forgotten that such vital touch cannot be adequate if it comes from the librarian in charge alone, since by no means is he always the medium between the book and the reader; the point of contact in the college library, as in all others, is the reference or delivery desk, and that is the very place where personality will the most effectively assert itself. You library students will be sought after from the breadth and length of the country if you are actually equipped for desk work; but your technical preparation, founded on scholarship, must be as thorough as that of the most highly specialized cataloger, and in addition to that you must have an actual love for humanity, a sympathy so deep that it will give you infinite patience, and to the extent that you

have these qualifications you will become the most highly specialized librarian on the staff. The librarian with technical equipment and sympathy should grow to occupy such a place in the college community that the student will become dependent upon him; but, mind you, the librarian should have his readers dependent only with the intention that this relation will be productive of greater independence on the part of the student through training, and such dependence should continue through the student's college course for purposes of instruction and advice only. Less and less should the librarian be called upon for definite information or isolated facts. He will make the library of greater resources for his students through making it a thing personal and living. With these responsibilities upon him, we shall say again that the librarian must be a teacher and, more than that, a psychologist, who realizes that before he can appreciate fully his relation to that part of society with which he is associated he must know his associates as a class and as individuals.

The college librarian owes to his community a certain measure of instruction in the use of the library. Regardless of the advantages the boy or girl has had in the way of high school or public libraries, we find that the number of those entering college who have any knowledge of the catalog and reference books is so small as to be almost negligible, and this is a situation that need not excite astonishment or amazement. During his high school days the student's reading hours were occupied for the most part with the required classics or standard authors, and his reading in the public library was not of the nature that demanded particular knowledge of library short-cuts. This is not true, of course, of all college freshmen, but it is true of the average entering student and will be the more fully appreciated when we consider the number who come from high schools with limited means and from small towns. When this student enters college, instruction in the use of the library and of books is important, both in order to make more efficient the use of material during the college course and to form habits of organized work before the college man undertakes research work

or enters professional training. Great as this need is, college librarians have been far more intent upon building libraries than they have in seeing that men know how to use the resources already at hand. Such instruction as has been given has been woefully inadequate and insufficient, lacking uniformity both in regard to the nature of instruction and methods used. A splendid contribution to progress was made in 1912, when the secretary of the American Library Association sent questionnaires to 200 college and university libraries to determine the extent to which instruction is given in the use of books in libraries. The result of this investigation is given in the 1912 report of the Commissioner of Education. A note of optimism is struck in the beginning paragraph, which says: "An increasing number of the leading colleges and universities are furnishing such instruction." From this report we learn that 64 of the 149 institutions reporting give absolutely no instruction in the use of books. We learn what is more important, that much of the so-called instruction that is given is of such a general nature and so briefly considered that it would not be recognized as definite instruction by any competent teacher. For instance: "The work ranges from one hour or one lecture early in the semester to systematic courses running through the year." Of 200 institutions to which letters were addressed, only 34 require students to take this work. It is highly probable that of these 34 several may be of the class that offers only a few hours' work to freshmen. A few more quotations from their report will be to the point. There are only 28 institutions, or 57 per cent of those reporting, that give any attention whatever to the subject; of the total number of hours of work reported as being offered, only 364 are required as against 1525 hours of elective (a ratio of 1 to 4); 51 institutions did not report and probably are below the standard of those which did do so; the most of those reporting no work offered in instruction in the use of the library were smaller institutions, but the group includes also some of the state institutions and larger colleges.

It is apparent, then, that generally speaking, instruction in the use of the library

is not extensive, to say the least. This is significant, since any group of college and university librarians will readily and firmly assert that instruction not only should be given, but should be compulsory, and I have no recollection of any teacher opposing the question on theory. We are convinced that the lack of instruction is due to failure to fully appreciate its need and to a difference of opinion on the part of teachers and librarians as to who should give the instruction. It is another hopeful sign that during recent discussions of the subject both professions have insisted upon doing this work. This much is true, however: it is absolutely essential, if the student is to work with any degree of efficiency, that he know at least the elementary things about catalogs, indexes, library arrangement, and bibliography making, and he is not going to get any instruction that is worthy of the name through a few elective lectures. The work, by all means, should be a required part of the curriculum. The quarrel between librarians and teachers as to which are the better qualified for giving the work may well result in a compromise, and each take a part of the work. There are excellent reasons for the instruction becoming a part of beginning courses and a direct relating of it to actual classroom work. And there are reasons, also, for its being done by those professionally trained in the subject. It is important, however, that the instructions be uniform throughout the courses and that the student be held to the work. Nothing will justify the librarian in failing to see that the student receives this equipment early in his college course. At the very best, the average student is all too inefficient in his preparation, and if he does not receive drill in methods, and a knowledge of how to get and use those materials which form the basis of his work, if he approaches his preparation with a feeling of uncertainty and bewilderment, inexcusably bad results are sure to follow. A knowledge of the materials to be used and of how to use them is a prime essential of correlated work.

The effectiveness of the work of our patrons may be increased again through getting the book to the student expeditiously. Not even the mechanic who comes

to the public library with a demand for certain mathematical formula which he must have in order to arrive at definite conclusions within thirty minutes will be more righteously indignant if the library fails him than will the most indigent college student who must prepare within thirty minutes a complete analysis of constitutions of the free governments of the world if he cannot be directed to sources wherein he may find these in a form that will not require much cutting. This question of getting the book to the student, and sometimes getting one book to all the students, is the biggest single demand the college librarian has to meet, and failure to meet it adequately must inevitably militate against successful work. The student is going to judge the library by what it does for him in his emergency, and not satisfied with this, is going to judge by what it does for him every day. His whole attitude toward the library will depend very largely on this question of the demand being met. The direct relation between calls for books and classroom work is so close that the latter may very easily be wholly disorganized by a careless librarian, and repeated failures of a student to get the books needed indicate that something is radically wrong with the student, the librarian, or the teacher, and no conscientious college librarian will fail to draw upon the unlimited resources at his command to remove the cause. In a college library so many of the calls for books are definite assignments and comparatively easy of being met that the librarian must be equal to them or fail in one of the critical places.

We shall find that a student's demands for books are inspired by one of three motives: first, preparation for the recitation; second, information on special subjects; third, general or cultural reading.

To meet the first demand, the college library must make use of practically the same method followed in others, that of a system of reserves, variously managed, depending upon the arrangement of the library, the number of students to be accommodated and the nature of the work required by the teacher. Of all books in the college library, these must be the most efficiently administered. They must be made

to reach the maximum number of readers with the minimum waste of time. This means that the librarian must provide that they be available as many hours as possible, circulate freely and be accounted for every minute. The collection will not be permanent; consequently, the instructor must always make provision for their reservation before assignment is given, and he is responsible if the book fails to be reserved. Frankly, the best results are not obtainable from this restriction of use of books, and its only justification is a serious attempt of the librarians to make an inadequate supply of books meet a normal demand. The books are temporarily withdrawn from general circulation and home use is for the most part impossible, but the library is making use of the best means known to meet practical difficulties, and it must be admitted that even the provision of restriction, when applied to all borrowers alike, makes for greater freedom of circulation. The reserve arrangement is more important in the college than in high school or university library, since in the high school a greater proportion of supplementary reading is of standard authors which may safely be duplicated extensively and circulated freely, and in the university independent work lessens that congestion which results from large groups of students working on the same assignments. Careful and intelligent attention given to a reserve system will reduce its disadvantages to a point where these may almost be negligible. Foresight in purchasing, duplication, and subsequent disposal of surplus copies when the demand has ceased, assignment by the teacher to a wider range of authorities, a division of classes in such a way that the demand is distributed through a longer period of time, all will reflect directly to better advantages for the students. College librarians have exhausted their resources in an attempt to find a system of reserves which will be best adapted to their particular libraries, and they generally find it impossible for several reasons to adopt the university plan of well-equipped seminar rooms which provides for rather more permanent collections and which gives the advanced student greater privacy in a special room, possibly with an adviser. There remains, then, only a choice

between reading-room reserves and those behind closed desks.

The arrangement of books to be used for required reading on open shelves in the reading room has met with favor with many librarians, and has the advantage of settling the student within a group of books bearing on his subject. The difficulties of administration, however, through a temporary loss of books at the times most needed, have made the librarians generally favor a system of closed reserves whereby such books are behind a closed desk and under the direct supervision of the librarians. There is an advantage to the student in this arrangement, since he may approach his subject with little or no loss of time, knowing for a certainty that a book is or is not available. Pedagogically, such an arrangement is unsound, however, since it tends to make a student rely upon symbols, makes him mechanically take what the librarian has to offer, and gives him no opportunity to become familiar with books and authors through comparison.

This whole question of reserving books is only one of the best provisions for making a certain class of books available for all the students. We have intimated that the system is not entirely satisfactory to librarians, but is being used as the best way out of a bad situation. If the library is given more room a better arrangement than any of these for the small college at least is one which will provide, in addition to the usual reading room, a large one, separated into alcoves by low shelves. There are notable instances of an approach to this in the arrangement of stacks with study alcoves. That, however, has the disadvantage of exposing the whole collection of books to the general reader. Under the arrangement we have suggested, with a large room divided into a number of study alcoves, each equipped with one large and several small tables, it would be an easy matter to surround the alcoves with shelves of books required for supplementary work. The collection would to some extent be changing, but for the most part would remain permanent. Many more books would be accessible to the student, who would make his preparation in a room surrounded by books on the subject he is studying, and

who would thus cultivate a tendency to wider investigation. There would be the advantages of closer relation of reserved collections in a large room, rather than widely separated groups which otherwise might be closed too much of the time. The collections would not be shut off from the main library to the extent that those in seminar rooms are. The question of supervision would be simplified, since one attendant would be in charge, and the supervisor might in this manner be a better trained person than would be possible if several were employed for different rooms. Such a plan is theoretically sound, since it provides a tutor working both for the librarian and the teacher, responsible to the former, and gives to the student personal service unprovided for otherwise in any other type of library.

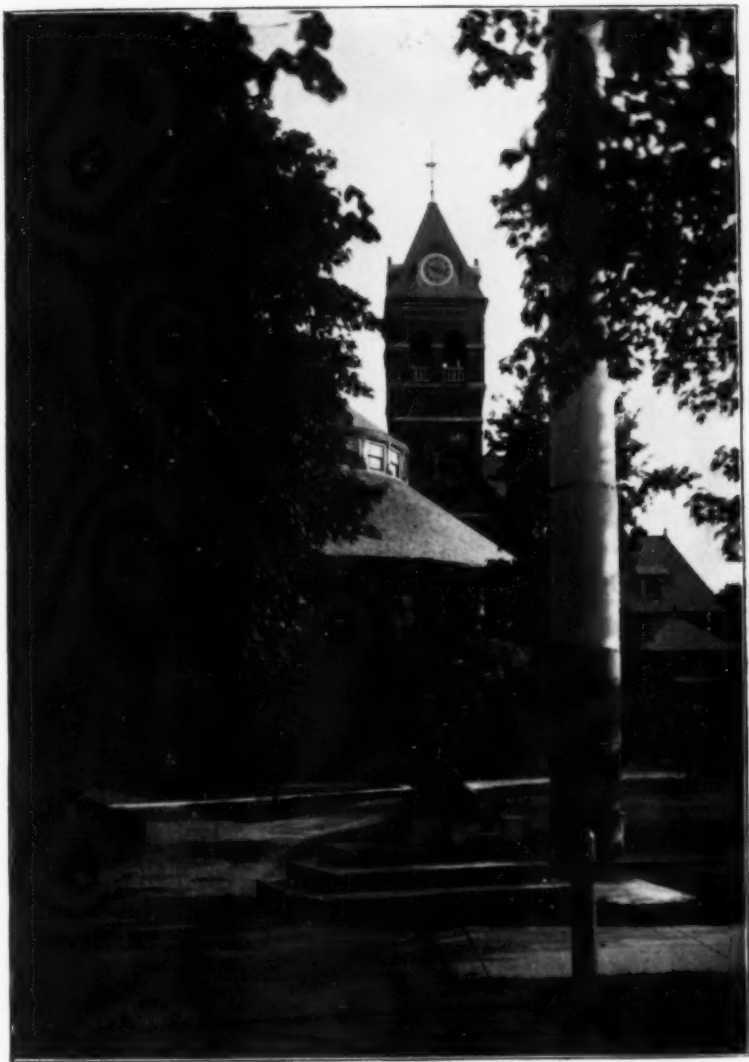
The other demand of the student for material on special subjects is common to all libraries. In the college there may be expected with regularity a great many calls for preparation on topics for debates and literary societies. It is perfectly natural for the work of such organizations to depend directly on the library, and the two should work together with intelligence. The librarian will find that the officers and committees of such organizations are willing to confer with a view to effective work, and such conferences should be arranged at the beginning of each year or semester; conferences with committees from the debaters' league or club for the purpose of determining to what extent use is to be made of collections of debates, for preparation of bibliographies, for the assignment of a particular member of the staff to this work, etc. Through his work with program committees the librarian has an opportunity to be of direct assistance to the students and to exert splendid influence on the character of the programs; he may provide for conferences with those preparing special topics. In addition to these two demands, there are always special reports and topics which require extensive preparation, and for these the librarian should be fortified with the best bibliographic material available. In all this personal work, emphasis should be placed on instruction rather than on directly supplying material. Of course, the average

man wants his material without delay, but he will often be better satisfied if he is directly pointed to a way in which he may work out a subject than he would if he were kept waiting while another person did this for him; and regardless of this, the librarian must keep foremost the idea of training.

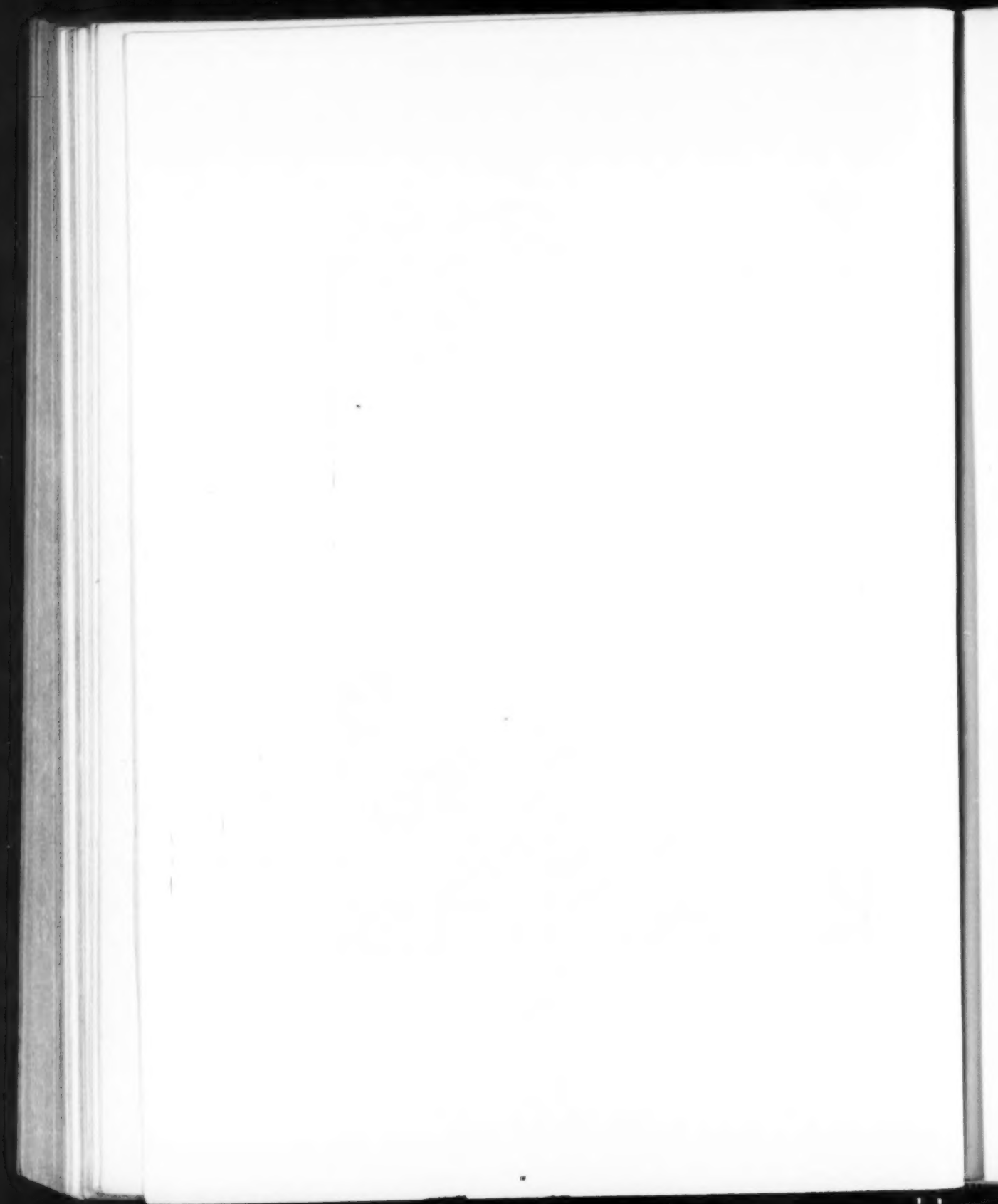
In his attitude toward the general reader, I fear that the college librarian has been clothed rather smugly with conservatism. He has seen the student busily engaged with that reading which must be done in order to master assignments, and he has realized that the professor will take pains to outline for the student considerable reading of a certain sort. There are possibilities, however, of the librarian influencing or directing a great deal of reading which the student does, and this reading is of importance, since it is that which he does from choice. We must create conditions in the library which will encourage and foster reading of a wide nature. Since our patrons form a distinct community, we may extend to them a freedom which would be very unwise in libraries of other types. Rules may be liberalized and many of them obliterated altogether; stacks may be opened when they could not be opened to the general public. Whatever arguments have prevailed against the system of open stacks, many of us grow to favor it more and more, for it cannot be denied that it will encourage wider reading, and in the college this will outweigh a great many objections. With stacks open to all students, rules liberalized to the extent that any reasonable number of books may be had, beyond any doubt the student will be encouraged to make more extensive use of the library; and these students as readers and as prospective readers fall into one of two classes: those in the one with the reading habit already developed and who wish only to have it extended; those in the other class needing inspiration—an awakening to their opportunities. Those in the first class are the ones who will welcome such helps as reading lists, particularly lists which constitute an organized course of reading on a variety of subjects. It is our experience that the number of students who wish to do systematized reading is far greater than the

teacher supposes, and that both men and women will read books on the sciences, history, biography, poetry and general literature if they have brief annotated lists. We can hardly overestimate the value of such lists when the books are selected and annotated by some member of the faculty and when the student knows that the teacher who made the list welcomes conferences. The second class of students will not be so easily interested, but these, as well as those in the other class, can be appealed to through advertising means, through exhibits of new books, books in attractive bindings, exhibits on special subjects, ranging from football to poetry, combining with them all the personal attention of the librarians. The college librarian is not content to have a student complete his course reading only those books required by the demands of the classroom. The field of general reading is peculiarly his to extend and to develop, and he will find that almost without exception the response of the students will more than justify the attention he gives it.

These are matters of routine, and it would be an easily satisfied librarian who would be content to let this constitute the end of his work—rather these details constitute the means toward an end. There are in the public libraries men and women, good and wise, who may well be envied for the constructive work they are doing. There are those who have regenerated a town through making books living instruments of service, and there are those who have done the biggest things that came within the possibilities of their lives through setting in motion currents which have actually, aside from furnishing entertainment, changed the inner lives of their readers; those who have given to their patrons an outlook over and beyond the sordidness of their surroundings and the miserableness of their times. These are the men and women who are giving inspiration to the college librarian who is brought to see that if those things are possible in a community whose population is practically stable, he, with a community whose population actually changes entirely every four years, has possibilities of influencing a larger population than any single public library can ever



LIBRARY OF THE UNIVERSITY OF MICHIGAN AT ANN ARBOR, MICH.



reach. That population is made up of men and women who are at the age to catch an inspiration, and with the average number of students who are qualified as leaders, not to mention the rank and file who will carry immeasurably greater influence, if the college librarian can give them that which will make a public or private library necessary to their lives, if he can give them that which will direct their thoughts to a higher plane, then he will very nearly fulfill his mission as a college librarian. He owes that to his community. It is not a condemnation of the older librarian to say that the ideal of the librarian has changed within the last quarter of a century. Rather is it a tribute to him to say that the ideal to-day also should include those particular ideals which inspired the men who did the pioneer work. It is highly probable that we are in danger of regarding too lightly the greatest qualification which the best of them had, that of profound scholarship, and a splendid plea for which you will find in Mr. Carlton's address at the last meeting of the A. L. A. That qualification will make an excellent equipment in the college librarian if he has associated with it a pulsating interest in the life about him, not as a pedagogue, but as a layman teacher who should aspire to give men a faith in mankind and an appreciation of life in its larger aspects.

I cannot resist the temptation to return to the thought that the relation of the college librarian to his community can best be tested by the faithfulness with which he does his day's work as he finds a student trying to master the subjects of instruction, and that his fundamental work is that of instruction—instruction in the very broadest as well as the commonly accepted meaning of the word. Considering this, he owes more to the student than to supply him with a collection of books readily available for reading; he owes more than this to the college with which he is associated. There are institutions without number which undertake to give men technical training for a profession, business or a trade, but not a few of them in the very process absolutely crush the finer instincts inherent in the student. If we can by association, adver-

tising, by an exhibit, and, better, by personal influence, bring the student to a place where he will see the beauty of a single line of poetry, the fallacy of a single untenable theory, love a book even for the book's own sake, we shall approach the ideal. The very essence of that liberal education which our student is in search of lies in an appreciation of beauty in all its forms, of music, painting, form and color, and in the commonplace life about him.

The college librarian, then, stands as a layman teacher between a profession of teachers and his community; and he has at his command the greatest instruments modern invention and intelligence have devised, which he can employ to give to an ever-changing procession of ambitious young men and women guidance and direction. Through a maze of technicalities from which he must make stand out clearly the aims of the two constituent parts of his community, he must know the two elements equally well, and for the essential element of his community he must provide some of his professional information, provide for his actual daily work, utilizing these means toward a realization of an ideal, the creation of a taste, the cultivation of an attitude, and toward the cumulation of forces with the hope that they will actually and undeniably tend to equip these men and women in such a way that they may have vision broad enough to see life in its whole perspective.

It is a curious fact that in all those visions of future happiness with which men in all ages have loved to make this world a little more promising, they have provided that future world with everything you can conceive, except a library. Jewels and flowers and harps and instruments of music, horses, and hounds, oh, everything, even dice, they have thought of, but it never occurred to the human mind to mar the serenity of Elysium with books. But as we stand here in this twentieth century, in what we choose to call an "advanced civilization," we cannot somehow get on without books. We cannot get rid of them. We have to reckon with them.—DR. THOMAS ETHELBERG PAGE, at the opening of the new Public Library at Lincoln, England.

THE UNIVERSITY LIBRARY*

BY THEODORE W. KOCH, *Librarian, University of Michigan*

BEING asked to discuss the University Library in a fifteen minute paper makes me feel as Edward Gibbon must have felt when the young lady seated next to him at a dinner party said to him, "Dear Mr. Gibbon, now do tell me all about the decline and fall of the Roman Empire!" It is a pretty big subject, but the previous speaker's treatment of the correlation of the work of the college library and the student is so full that it makes my task somewhat easier.

A university is not merely a higher grade college, where facts are doled out to maturer students, but an institution for the increase of knowledge. Research and specialized or professional training are the aim of the university, as distinguished from the college. Professional departments necessitate professional libraries. The professional departments are built as a superstructure on the undergraduate or college department. The professional libraries of a university are an outgrowth of the general or college library. The university library is differentiated from the college library chiefly in its scope. As the university frequently includes a complete college course, so the university library in its scope includes not only the activities of the college library, but it has problems peculiarly its own. These are chiefly the provision of literature for research, the administration of departmental libraries, and the correlation of these departmental libraries to one another and to the main library. President Gilman defined a university as "an institution for the promotion of higher education by means of instruction, the encouragement of literary and scientific investigation, the collection of books and apparatus, and the bestowal of degrees." The collection of books in different universities will differ as widely as the institutions themselves. Universities have been said to be universal in their scope and so have something to do with everything. From this point of view, nothing is alien

to a university library, which should shelter universal literature; but in any particular university library, narrowly limited in its funds, as it is sure to be, the selection of books must be kept within bounds, with more or less strict reference to the interests of the various departments of the university.

Our early university libraries were, of course, a reflex of the curriculum of earlier days. The classical course, with its emphasis on cultural studies, and professional courses in law, medicine and theology, limited the book collections very narrowly, and, with the old method of text book teaching, the need of enormous libraries was not very strongly felt. But to-day, with the faculty devoting a large part of its energy to research, with more attention being paid to the graduate school, and with the lecture and laboratory systems in vogue, the library occupies a much more important place in the organization of the university. "The library and the laboratory," said the late President Harper, "have already practically revolutionized the methods of higher education." "In a really modern institution," said he, "the chief building is the library; it is the centre of the institutional activity."

A university must be something more than an aggregation of training schools for the learned professions; it must befriend learning and encourage research. Consequently the university library must be supplied with funds for the purchase of the books needed in special investigations by members of the faculty and the graduate school. The question of providing the books needed in a piece of literary or historical research is frequently a more serious one than when the investigation is in the field of pure science. The books take the place of laboratory material and, as we are often told, the library is the laboratory of the humanistic departments. In the assignment of book funds this must be borne in mind and a more generous allotment made to literature or to history than to chemistry or physics, for example. In

*Read before the National Council of Teachers of English.

the selection of a subject for research the professor in charge ought not to lose sight of the resources of the library and he ought not to assign a subject to a student if an adequate representation of the source material is not in the university library or cannot be provided without curtailing unduly the resources of the department. The demand for all the editions of a minor author who may be the subject of a doctorate dissertation, may be legitimate enough and it may be argued that the university ought to encourage research by providing all these editions, but they ought not to be asked for at the expense of the all-round efficiency of the library. If a student at the University of Illinois is working on Cowper it would be cheaper for that institution to allow him a stipend for a sojourn at Cornell University, where there is a special collection of works by and about that author, than to try to collect the literature anew.

In the duplication of English authors for the general use of students the question arises as to what extent these should be extra copies of one edition or single copies of different editions. The desk assistant prefers to have all the Kiplings and all the Stevensons of the same edition, so that, after she has located a short story or a poem in one copy, she can find it with equal ease in another copy when the first one is not available. On the other hand, for bibliographical reasons and for purposes of comparison, it is unquestionably better to have a dozen different editions of Shakespeare rather than a dozen copies of one edition. The resources of the library for purposes of investigation are not increased by the purchase of extra copies of a single edition, even though that edition is the standard one. But by the collecting of different editions the opportunities for comparative study are greatly enhanced. At the University of Michigan we have a rule of the Board of Regents which prohibits the purchase of duplicate copies of books from the General Library fund. Duplicates are ordinarily to be bought from special grants made to the various departments for administrative needs, being regarded as necessary equipment just as much as is laboratory apparatus. This rule does not affect the

purchase of innumerable editions of standard authors.

The question of specializing along one line or another is always before a university library. It is quite impossible for the average university library to be equally strong in many lines. Just as the departments vary in strength so will the library be emphasized on one side more than on another. If the library has a striking lead in one line, it should be developed further along that line, rather than forced into another line because a sister university has developed another side of its library. If Chicago has a special equipment in Semitics there is no particular reason for Michigan trying to rival her sister university in that line, and it would be equally futile for Chicago to try to duplicate Michigan's Shakespearian library. This is not saying that we should not have the essentials of an ordinary working collection for every special subject represented in the university curriculum, and for other subjects of interest to several departments, although there is no specific instruction in these subjects; but expensive duplication of highly specialized collections is to be deprecated. Specialization should be encouraged among libraries as well as among investigators and when a library has an exceptionally rich special collection it should be marked off as a more or less special preserve for that particular library. This is the only way that our resources can be made nationally adequate. Co-ordination and co-operation must be the watchword.

The use of interlibrary loans should be encouraged. The cost of transportation for the out-of-the-way book is much less than the book itself, and, if the book is of a sort that is not likely to be wanted again in a long period, the economy is twofold—not only the purchase price but the cost of handling and storing is saved.

With the cheapening of the processes of making facsimiles, their use is rapidly growing in favor. Facsimiles of manuscripts and early printed books are of the greatest value to American students of language and literature. The Tudor facsimiles of early English plays are a great boon to the English department of any university.

To-day our masters, the public, insist

that the university be made a place where everything useful may be studied, instead of being a place where nothing practical is taught. The clamor for vocational education has had its effect on the university and on the university library. While a few years ago the shelves of the average university library were innocent of anything so mundane as the literature of trade, to-day we have hundreds of titles on business methods, accounting, shop management, and efficiency engineering. The scope of our collection is no longer limited to things academic. Technology is well represented and the useful arts have a fair quota. A whole new literature in regard to various crafts has sprung up and much of this must be acquired by our university libraries. Books on how to do things are now thought worthy of a place under the same roof as erudite editions of the classics. To take one illustration: the literature of journalism is now of sufficient importance to warrant the establishment of a separate departmental library at Columbia University.

While the college stands primarily for cultural interests, the university must be something more than a mere training school for professional experts. The university library (like the college library) must therefore be concerned with things outside the literature of the sciences and professions. There must be a generous supply of cultural literature, so as to insure the proper attitude toward cultural reading among the graduates as they go out to teach. The university library should be a fountain head of cultural influences. In the university library in which I feel a special concern, we have devised a method of putting on inspection shelves books of cultural interest primarily for the benefit of the undergraduate reader. The shelves slope at an easy angle so that a person seated in front of the rack can glance at the titles and choose at leisure. It invites to browsing. The books are indicated as intended for this rack by the use of a red star on the label. This star is put on by a rubber stamp. The case is known as the "Red Star Case" and books are selected for it primarily for their ability to interest the students. The books are not necessarily new purchases; some have been in the library for years without

having their attractions discovered by the students, and the books are found in the stack as fresh as when first acquired. To merit a place on the Red Star Case, the books must look inviting; no shabby or rebound volumes are put out, nor is it ever used for proselyting, although we have been asked to put there a lot of literature on various crusades (sex hygiene, swat the fly, and the like). The case would lose some of its popularity, if the students suspected that it was being used to give them sugar-coated courses. At the University of Michigan we do much in this line of cultural reading that need not be done in a university situated in a large city where there is a good public library, or in the suburbs of such a city. There the need for books of cultural value is partly met by these other libraries and the university is spared some of this expense.

The university student must be taught how to work for himself and by himself, in both the laboratory and the library, and while the major part of this instruction must come from his professors, the library staff must be prepared to help in instructing students in the use of the library. In order to be able to assist the research worker, the library assistants must have done some research work themselves, must have learned the methods of the investigator, the use of original sources.

If by chance a university student has escaped library instruction in his high school period or during his college career, the university librarian ought to see to it that he gets some of this instruction while he is at the university. It may be impossible to corral him in a class if he is an advanced student, but nevertheless he ought to be taught how to use the university library and this instruction will probably have to be given him by the reference librarian and desk assistants. While a knowledge of the rudiments of modern library economy is becoming more general in our universities, there are almost every day flagrant illustrations of its absence. At the University of Michigan we find it advisable to require all members of the classes in freshman English to meet with our assistant reference librarian, to listen to a talk on the main features of the library and then to visit the library

under her guidance. This is done by dividing the class into sections of about twenty and the work counts as a regular exercise in the course, the students being expected to write a theme on the library. Talks are given to another class on the more common reference books and how to use the library. While this is more properly the function of the high school or the college library we find that it is needed by the majority of the freshmen in our literary department. Although the students who come to us from the Detroit Central High School show clearly the benefit of the training in the use of a library which they have had under Miss Hopkins, yet we do not feel that it is time wasted for them to listen to our Miss Gillette, for she is sure to correlate their general information with reference to our own special library conditions and to drive home some truths which, while they may have been heard before, can with profit be heard again. We are always sure that to the majority of our freshmen the information given them in regard to the library and how to use it is an essential introduction to their course at the University.

And what of the university librarian? He must be a man of wide sympathies, one who will welcome with equal cordiality a gift to the classical library and an addition to the library of the engineering department, and be as much interested in the literature of homeopathy as in that of the regular school of medicine. When one professor complains that there is a lot of trash being admitted to the library shelves (meaning the literature of some other professor's specialty) the librarian must keep his own counsel, while remembering that the complaining specialist is perhaps stronger in his field because he thinks that no other subject is of the same importance. The librarian must take a neutral stand; he must regard as grist every thing that comes to his mill. He must see forty ways at one time and be posted on the interests of all his colleagues on the faculty. If he is alert he can see needs that they are unaware of and if endowed with persuasive powers he can secure for his library many things which will be of great benefit to the whole institution.

THE WIDENER MEMORIAL LIBRARY OF HARVARD COLLEGE

By WILLIAM COOLIDGE LANE, *Librarian*

THE general plan of the new library was described in some detail in the *LIBRARY JOURNAL* for May 1913. The building is now nearly completed, and by the end of the summer the books and the library staff will doubtless be installed and the library will be in working order. Some further description of the building can now be given.

The view in this number of the *JOURNAL* shows the main front, which faces north and forms one side of the eastern section of the college Yard—not the old Yard surrounded by dormitories and historic Massachusetts and Harvard Halls, but the newer Yard to the east of University Hall, having Appleton Chapel on the north, Sever and Emerson Halls on the east, and the new Widener Library on the south side. Standing on the site of old Gore Hall, it occupies practically all the space between that and the street (Massachusetts avenue). The outlook from the top of the broad steps and from the windows on this side is a delightful one, with the tower of Memorial Hall rising above the trees. Three high portals under the colonnade give admission through doors of handsome wrought iron and glass to a vestibule, and thence through swinging doors to a dignified entrance hall thirty-six feet broad and fifty feet in length. The walls of this hall, and those of the staircase beyond, are lined with Botticino marble of a warm, yellowish gray, beautifully but not conspicuously veined. Two rows of columns down the length of the hall, and corresponding pilasters against the walls, are of veined statuary marble. Straight ahead, at the further end of the hall, is a broad staircase of the same Botticino marble, leading at its first landing to the Widener Memorial rooms, and so designed that even from the very entrance one will catch a glimpse in the distance of the portrait of young Harry Widener on the further wall, if the intervening doors happen to be open. On each side of the entrance hall a broad corridor leads off on the west to the Director's Office, the Library Council Room and the Treasure Room; on the east, to the Li-

brarian's Office and the administration rooms for the Ordering and Cataloging Departments. The Treasure Room on the west side is 54 x 32 feet, and is equipped with protected metal cases in which many of the Library's rarest and most valuable books will be kept. Those for which there is not room here will find a place in the adjoining portion of the book stack, which is to be screened off from the rest of the stack so that it can be entered only from the Treasure Room.

The Cataloging Room on the east side is a still larger room, 32 x 70 feet, and is well lighted from two sides. This room and an adjoining smaller room will contain twenty-eight desks, and, in addition the cases for the union catalog, comprising the official catalog of the Library and cards from the Library of Congress, John Crerar Library, University of Chicago Library, University of California Library and Boston Public Library. The room of the Ordering Department is adjoining and is likewise lighted from two sides, being in the northeast corner of the building. It is connected by a private staircase and by a book-lift with the Collating Room directly beneath it. On the other side the Cataloging Room opens directly into the stack, where there is access by means of stairs and an automatic elevator to each of the eight floors of the stack.

Returning now to the entrance hall we mount the stairs to the first landing, and find ourselves at the door of the Widener Memorial rooms. The first room is a spacious reception room with semi-circular bays at the four corners, and high arched alcoves with windows at the right and left, giving the effect of an octagon. It is covered by a domed ceiling, is lined from floor to cornice with a warm white marble and is decorated with fluted columns bearing graceful capitals. The second room is the Library, which is finished throughout in carved English oak. Here Harry Widener's books will find their resting-place, and his portrait will look down from over the great fire-place. The decoration of these rooms, as well as that of the entrance hall and stairs, was designed by the well-known firm of White, Allom & Company, of London, all wood carving being done in Eng-

land. The marble work was executed in New York.

Coming back to the stair landing at the entrance of these rooms, we look back down the stairs, through the entrance hall, to the great doors with their wrought iron grills; upward along the stairs on each side and through the arches of a spacious foyer, and on through the open door of the Reading-Room, we look across to the windows on the other side of that room. Through the windows on each side of the stairs we see, on the other side of the light-courts, the east and west wings of the Library, filled from top to bottom with book-stacks; and we realize that this is the focal point of the Library, both architecturally and for the associations which it is meant to perpetuate.

From the foyer at the head of the stairs we may pass directly into the Reading-Room, which occupies the full length of the northern side of the building; or turning to the right we may enter the Catalog and Delivery Rooms, or on the left, pass through a lobby (connecting with the elevator and with the stairs to the third story) into the Periodical Room. The great Reading-Room is an impressive room, 192 feet long and 42 feet wide. The arched and coffered ceiling, with sky-lights of soft-colored glass, is 44 feet high. Each end of the room is separated from the main body of the room by lofty columns and has a lower ceiling. At one end the Reading Room communicates with the Periodical Room, and at the other end with the Catalog and Delivery Room. The tables have seats for 264 readers, to which the Periodical Room adjoining adds 28 more, making accommodations for 292 in all.

The Delivery Room is divided into two portions by handsome columns of Siena marble, one part of the room being devoted to the catalog cases, which have been made by the Library Bureau, and the other portion being in front of the delivery desk. This is at the side of the room, and the working space behind it communicates directly with the stack. There is also a small Bibliographical Room adjoining the Catalog for such works of bibliographical reference as best supplement the card catalog.

The book-stack occupies the greater part of three sides of a hollow square, and is approached from the north side of the building through the Delivery Room and the Periodical Room on the second floor, and through the Catalog Department Room and the Treasure Room on the first floor. It comprises eight floors as finished and equipped at the present time, with a possibility of extending the stack downward by two floors into the present basement. Its distinguishing characteristic is the provision of commodious reading-stalls along one side of the stack on each of the six upper floors, the whole number of these stalls being 300. The stack itself has been constructed by the Sneed Company and is expected to be most satisfactory. One interesting modification of the usual plan has been made in order to eliminate the open slits in the floors of the stack, which are usually provided to equalize the heating and ventilation, but which are objectionable both because of their appearance and because they permit small objects and even books to drop through from one floor to another. Some opening of the kind is necessary, but in the Harvard stack the opening is made in the vertical base of the lower shelf, instead of in the horizontal surface of the floor.

The total capacity of the stack may be best stated by saying that the eight floors contain 9168 sections, each three feet, four inches in width and seven feet, or seven feet four inches in height. As shelved at present, the capacity according to the usual figures, eight volumes to a foot, will be about 1,433,000 volumes. When completely shelved, the capacity will be increased by about 300,000 volumes and will reach about 1,733,000 as stated by the contractors; the equipment of the first and second tiers in the basement will add space for about 465,000, so that the total capacity of the stack, when finished and entirely filled, may be stated as 2,200,000 volumes. This, however, does not include a portion of the stack which is devoted to newspapers, and it does not, of course, include the very considerable amount of shelving in other parts of the building.

One of the interesting and difficult problems of the building is that of delivering

books with reasonable promptness in the Delivery Room as they are called for. The problem is not as serious a one as it would be in a public library, since in a college library so many users of the library, both professors and students, have personal access to the stack, but it is, nevertheless, one of no small difficulty. A mechanical carrier would help greatly, and the possibility remains of adding that at some future time, to the library's equipment, but for the present we must depend on foot power. The length of the stack from one end to the other may be expressed by saying that it includes 187 rows, but the shortest distance along the inside ends of these rows from one end to the other is 346 feet. At a convenient point in both the eastern and the western wing there is communication from one floor to another by stairs and by automatic elevators. The main stations for stack service will naturally be at these two points on the floor of the stack nearest to the level of the Delivery Room. These stations are connected by pneumatic tubes with the Delivery Room and with the corresponding points on each of the other floors. Orders for books most easily reached from the station on the west side of the building will be sent directly to that station from the Delivery Room, and orders for books best reached from the eastern station will be sent directly to that station. Boys at these two stations will be sent for the books and will bring them to the back of the Delivery Room, not coming down into the Delivery Room itself, but putting them on certain shelves which are open on one side into the stack and on the other into the delivery space. Books will be returned from the delivery desk to the stack in the same way, and thus the difficulty which comes from the unavoidable difference in level between the floor of the Delivery Room and the nearest floor of the stack will be diminished.

Another distinguishing characteristic of the Library is the provision of private studies for the use of professors. There are about seventy of these studies, nearly all being directly accessible from the stack, or from corridors connecting with the stack.

The third floor of the building, which rests upon the top of the stack, contains

thirty-two rooms to be used for special collections, seminary rooms, offices, and studies. In these rooms a number of special libraries, heretofore scattered in different buildings, will be brought together, and will enjoy the convenience of a closer connection with the main Library. These special collections will include the Classical library, which has been for many years in Harvard Hall, the Child Memorial library of English, the Lowell Memorial library of Romance literature, and the French, German and Sanskrit libraries, which have heretofore been in Warren House, the Mathematical library, which has been in Sever Hall, the library and reading room of the Business School and the library of the Department of Education, which have been in Lawrence Hall, and the library of the Bureau of Municipal Research, which has been in Wadsworth House. Seminary rooms for these departments, and for Economics, History and Government will be provided as far as space allows. On this floor is also to be placed the Library's collection of maps.

It remains to speak of the ground floor, which is entered directly from Massachusetts avenue on the south side of the Library, and which is entirely above ground though masked on the north by the imposing flight of steps which leads up to the main entrance of the Library on the floor above. On this ground floor is to be found, on the west side, a special reading-room for elementary work in history and economics, corresponding to the reading-room which has been hitherto maintained in Harvard Hall. This will have its separate entrance on the west side and will provide for 166 readers. It serves primarily the courses in which many copies of books for parallel reading are required. The entrance from Massachusetts avenue brings one immediately to the foot of the stairs and elevator leading to the corridors connecting with the professors' studies, while through a long passage-way we come to the foot of the stairs which lead up into the main entrance hall at the other end of the building. On this floor are provided a room for the janitor, a dining-room and kitchenette for the ladies of the staff, toilet-rooms and coat-rooms, an office for the superintendent of the building, a re-

ceiving-room for boxes and parcels coming by express, a collating room directly under the Ordering Department on the floor above, a room under the Catalog Department, which will be used by a part of the Catalog staff and by the editorial staff of the Quinquennial Catalog, and extensive storage rooms for duplicates, etc. In the basement below this floor, seventeen feet in height, are the possibilities for a further extension of the book-stack, and the somewhat elaborate machinery needed for the use of the building—the dynamos which run the five elevators and two book-lifts, the compressed air machinery for the pneumatic tubes, the dynamo and fan for the vacuum-cleaning system, a pump connected with the steam-heating apparatus, enormous fans which pump warm air into the Reading-Room and the stack, a filter through which passes all the water which enters the building, and the connections for electric light and power. The building is to be heated by steam, conveyed through a tunnel from the plant of the Elevated Railroad Company, which also furnishes heat to the other buildings of the College Yard and to the freshman dormitories.

Such, in brief, is the superb building which Mrs. Widener has erected as a memorial of her son, and which will provide unequalled facilities for the use of books by professors, by students, and by visiting scholars.

LIBRARY BINDING PRICES

By W. C. HOLLANDS,

*Superintendent of Bindery and Printing
Plant, University of Michigan*

IN conversing with any interested library worker on the subject of binding, the question of first consideration is always price; and in very few cases does the question of the relation of durability and service to price enter into the conclusions. Note the advertising of library binders and you will observe that emphasis is placed on price.

In deciding the advisability of establishing a bindery as a part of a library's equipment, the question of cost at which the binding can be done takes precedence over every other consideration. The question of ser-

vice and utility does not influence the decision. How different from the point of view regarding any proposed improvements at the desk, in reading room, stacks, or, in fact, any phase of the administration by which the service can be made more efficient!

These impressions were brought to mind as I pondered over the correspondence received from libraries all over the United

159 libraries, for return with rates paid by them for binding certain periodicals of different sizes, supposed to be common to all libraries and bound in six styles. The list contained periodicals representing different problems to the binder. For instance, *Century*, *Atlantic* and *Outlook* are practically the same size, but *Century* is printed in thin sections, *Atlantic* in thick sections and *Outlook* in single sheets. The six

Title	No. of Librs. Reptg.		Cloth No. Avg.		Library Buckram No. Avg.		Buffings No. Avg.		Cow-hide No. Avg.		Per. Mor. No. Avg.		Tur. Mor. No. Avg.	
	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.	No.	Avg.
<i>Philistine</i>	41	8	73	9	69	6	81	6	83	7	102	5	106	
<i>Chautauquan</i>	95	20	70	24	73	10	143	15	84	11	101	15	102	
<i>Dublin Review</i>	67	13	74	17	75	9	84	10	88	8	103	10	107	
<i>Atlantic</i>	136	27	79	37	79	10	92	43	103	17	114	22	117	
<i>Century</i>	135	24	70	36	85	12	96	43	99	17	115	23	127	
<i>Outlook</i>	132	29	80	40	81	10	99	23	101	12	114	18	110	
<i>Q. J. of Micros. Science</i>	71	14	89	18	87	8	101	11	101	9	125	11	138	
<i>U. S. Pat. Off. Gazette</i>	62	16	103	12	112	7	125	12	135	6	161	9	151	
<i>Dial</i>	120	26	96	35	97	10	115	19	113	11	131	19	149	
<i>Am. Med. Association Journal</i> ..	60	13	117	17	127	8	150	8	155	4	193	10	208	
<i>Builder</i>	56	11	123	11	134	7	143	9	171	7	170	9	180	
<i>Saturday Evening Post</i>	36	6	147	8	148	4	161	8	165	6	191	4	192	
<i>Ladies' Home Journal</i>	41	7	147	9	152	6	166	8	163	6	246	5	191	
<i>Harper's Weekly</i>	96	19	142	25	155	10	164	10	163	11	223	15	229	
<i>Scientific American</i>	105	20	144	26	149	13	157	20	172	11	245	15	226	
<i>N. Y. Herald</i>	36	9	271	10	239	6	238	5	251	3	279	3	275	
			125		225								285	

States in regard to the rates paid for binding certain periodicals. The results of their compilations may be as interesting to your readers as they have been to me.

When the bindery was established at the University in 1895, the rate charged for all work, for the purpose of comparison of cost, was the same that the library had been paying the contractors in Ann Arbor and Chicago. These prices were in force until 1905 when returns from fifty university and state libraries showed that they were far below the average, in most cases. The average of the prices paid by all in 1905 has been used since that time, as a basis.

To determine how far the advances in prices of labor and materials had affected these prices, in June 1914, I sent cards to

styles of binding were cloth, buckram, one-half buffings, one-half roan or cowhide, one-half persian and one-half morocco. The variation in the prices paid is astonishing when the relation of the librarian to sources of information is considered. They show a range of 30 cents to \$2.12 on the same item, in one case, and 75 cents to \$5.00 in another case.

The replies show many inconsistencies. In one case "the binding was done by the state printer and cost the library nothing." In another the state printer was charging \$1.24 for work for the library and 75 cents for identically the same work for a department. One is paying the same price for cloth as for one-half morocco for all books, and all sizes.

From the increase in cost shown on that style, it is evident that binders are becoming aware of the little relative difference in the cost of cloth and leather bound books of the same class and workmanship.

For our use the prices were averaged in each style for each item, with the following result. In each case the number preceding the price indicates the number of libraries replying who bind in that style the periodical named. The second prices, listed under cloth, library buckram and one-half Turkey morocco, were the average in 1905, and have since been used as the basis for charges by our library. To help those who desire to compare these prices with those they are paying, I attach a copy of the specifications covering the different processes in our bindery.

SPECIFICATIONS FOR BINDING PERIODICALS AT THE
UNIVERSITY OF MICHIGAN LIBRARY

Collate.—Return books with shortages or defective numbers.

Strip.—All but last number of volume and special covers. Exceptions: Library, Binding, Printing, and locally printed periodicals which are bound entire.

Press.—All books pressed for 24 hours before sewing.

Guards.—Heavy plates guarded and hinged with muslin.

Sew.—All books sewn one on, with Hayes thread of a size suitable for the thickness of the sections. First and last sections overcast. First and last sections and end-papers reinforced at fold with cloth extending one inch over outside, and sewn on through cloth. Cloth and Buckram bound books sewn on not less than 4 linen tapes, 3-8 in. wide for light books and $\frac{1}{2}$ in. wide for heavy books. Morocco bound books sewn on not less than 4-5 ply hemp cord. Books of single sheets have sections overcast and sewn as other books.

Tipping.—Outside sections tipped and undue swelling knocked out before trimming.

Trimming.—All books trimmed to sample.

Cleaning backs.—After rounding and backing, backs of all books are coated with thin paste and thoroughly cleaned of all glue before lining.

Lining backs.—Cloth and Buckram bound books are lined with heavy canton flannel full length of book and extending not less than one inch on each side of back. Morocco bound books, silk head bands, lined with cloth between head bands, loose back one on three off. Raised bands.

Boards.—Cloth bound; cases. Buckram bound; double boards with outside cloth joint tapes and canton lining pasted between. Morocco bound; laced on all cords.

Material.—Cloth: Holliston B & E grade, colors to match. Buckram: Holliston & Bancroft U. S. specifications; colors to match. Morocco: Acid free Cape goat colors to match. Board: Ingalls, best cloth board.

Lettering.—All books lettered with deep gold, with Title, Volume, Series, Date, Library stamp, and any other lettering necessary to designate references or special contents.

CARNEGIE CORPORATION LIBRARY
GRANTS—MARCH 1915

ORIGINAL GIFTS, UNITED STATES

Calexico, California.....	\$10,000
Clearwater, Florida.....	10,000
Dinuba, California	8,000
Edgewater, New Jersey.....	15,000
Lynn, Massachusetts (two branch buildings)	50,000
McPherson, Kansas (town and township)	12,500
Millbury, Massachusetts.....	12,500
Remington Town and Carpenter Township, Indiana	10,000
Stromsburg, Nebraska.....	7,500
Swampscott, Massachusetts	14,000
Tomah, Wisconsin	10,000
University Place, Nebraska	12,500

\$172,000

ORIGINAL GIFTS, CANADA

Renfrew, Ontario	\$12,000
South Norwich Township (Otterville), Ontario	6,000

\$18,000

OTHER ORIGINAL GIFTS

Germiston, Transvaal, U. S. Africa..	£6,000
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ERASTUS SWIFT WILLCOX

Erastus Swift Willcox, for almost a quarter of a century librarian of the Peoria (Ill.) Public Library, died in the hospital of that city on March 30, as the result of a street car accident. Mr. Willcox, who was slightly deaf, failed to hear the warning gong, and stepped directly in front of the car. He died without regaining consciousness.

Mr. Willcox was born 85 years ago, and was graduated from Knox College with the class of 1851. He taught school for a year, worked in a Peoria bank for another year, and then went to Europe, where he remained for two years studying conditions

and languages in Germany, France, Italy and England. On his return he became professor of modern languages in Knox College, a position he held for six years, when the War of the Rebellion forced a retrenchment in the college finances and the position was abolished.

He went to Peoria, which city was afterwards his home. He studied law and engaged in manufacturing and in coal mining until in 1891 he was named librarian of the Peoria Public Library, which had by this time absorbed the Peoria Mercantile Library. He first became interested in this Mercantile Library as a director in 1864, and was always active in its management. He was largely instrumental in having the property of the Peoria Mercantile Library turned over to the public library board. The books went to the city library, and the building was sold, and with the proceeds the present building in North Monroe Street was erected and dedicated free to the city.

Mr. Willcox was the author of the first public library act passed by any state. This was enacted by the Illinois Legislature March 7, 1872. It still remains on the statute books and has been copied by practically every state that has since enacted a public library law.

The *Peoria Journal* speaks thus appreciatively of Mr. Willcox's work:

"The people of Peoria owe much to Mr. Willcox in his administration of the public library. His was a wise judgment, and he knew the kind of books to select. His judgment was relied on largely. His education, his knowledge of events and his understanding of the needs and wishes of the reading public allowed an unusually complete selection for the Peoria library.

"A high tribute might fittingly be paid to the services rendered by E. S. Willcox to the state of Illinois and the city of Peoria by reason of his labors in making free public libraries possible in this state, and much might be said of his splendid influence on the intellectual life of this community as wielded during his long term as librarian. But the average Peoria citizen will pay his highest homage to the memory of Mr. Willcox as a kindly, genial neighbor and a true Christian gentleman."

ST. PAUL LIBRARY BURNED

In a fire which broke out in the basement of one of the stores in the library building at St. Paul, Minn., the Public Library was completely destroyed on the night of April 27. Except for about 30,000 books in circulation or in the branch buildings, 800 rare volumes stored in the Auditorium, and 600 bound volumes of old newspapers kept by the West Publishing Company, the entire book collection of 160,000 volumes was lost.

A complete inventory of the fixtures and books, taken Sept. 30, 1913, with records of book purchases since, is in the city comptroller's office, and will form a basis for insurance adjustment. The building and contents are valued at \$450,000, and the city carried insurance of \$259,000.

Before the fire was extinguished, search was begun for temporary quarters in which to reopen the library, pending the completion of the new library building in the fall. After a vain attempt to get the senate chamber in the old Capitol, the old House of Hope church was secured, and opened on May 1. Branches will also be opened in two school buildings.

Agents of W. Dawson Johnston, the librarian, at once began going over the stock of the St. Paul Book and Stationery Company, which offered the city at cost all the books it could use. The loan of office furniture has also been offered, and a general appeal has been sent out for book shelves and for donations of books and magazines.

LIBRARY EXTENSION WORK AT THE MASSACHUSETTS AGRICULTURAL COLLEGE

THE library extension work which is being carried on by the Massachusetts Agricultural College might well be described under the following divisions:

1. Letters and lists.
2. Talks on agricultural literature.
3. Book circulation.

Letters and Lists.

The librarian is very frequently called upon to advise librarians and others as to the purchase of the latest and best books on agriculture and related subjects. Sometime; these inquiries are best answered by sending out typewritten or printed lists which have

been compiled from time to time. At other times new typewritten lists have been made in order to make sure that the latest and best titles are included. In order to meet various demands, sixteen Library Leaflets have so far been published listing the best books on the following topics: Fruit growing, Dairying, Poultry, Vegetable gardening, Beekeeping, Animal husbandry, Trees, Rural civic improvement, Flower gardening, Farmers' co-operative associations, Marketing farm products, Best farm and garden papers, and Books for farm women and young gardeners, copies of which have been mailed to the libraries of all the agricultural colleges, to various library commissions and to a large number of individuals in all parts of the United States. A great deal of care is taken in the compilation of these lists. In every case the advice and assistance of the expert on the college faculty most interested in the subject involved is secured for the selection and evaluation of the titles.

Talks on Agricultural Literature.

The college librarian, as a member of the faculty of the extension service of the college, has been called upon to talk before granges and library organizations. Talks have also been given to short-course students and other gatherings at the college. In all of these talks, the idea has been to tell something about the ancient and historic books on agriculture, something about the best farm journals, the latest and best books on agriculture, but more especially the very desirable publications which come out as advertising material and also the publications sent out by the experiment stations, various state and federal boards, departments and other agencies.

Circulation of Books.

The circulation of books as part of the library extension work began in 1910, when four large boxes were constructed, each to contain about sixty volumes. It was soon found, however, that the boxes were too large and heavy, and also the collections of books were too large; so the present scheme is to send out smaller collections and more of them. It is the practice now to make up packages of books of from ten to thirty volumes, and including several pamphlets or bulletins. The packages may be devoted to

single phases of agriculture, or may be general collections, all depending upon the wishes of the persons interested. These packages are loaned to the public libraries throughout the commonwealth for a period of eight weeks, subject to a renewal if that seems feasible. In addition to lending books to the small public libraries of the state, there has also been occasion to lend books to agricultural high schools, county improvement leagues, agricultural extension schools, and similar organizations. The borrowing agencies pay transportation charges to and from the College Library.

In order to carry on this work, an entirely separate and special collection of the latest and best books on agricultural and related subjects has been built up. This includes publications on the general subject of agriculture, domestic animals, farm administration, beekeeping, fruit growing, rural sociology, home economics, etc. This collection has been built up to some extent through the generosity of the publishing houses, which were willing to donate copies of the latest and best books for work of this kind. Another part of this collection is made up of the best government publications and other desirable items along these particular lines. The third and largest part, however, is made up of books purchased with funds from the extension service. Records showing the use of this material are kept on hand, and for the past three years are as follows:

	1911-12.	1912-13.	1913-14.
Libraries receiving books...	37	37	42
Books sent out.....	629	439	760
Bulletins and pamphlets sent out	252	201	241
Total number of libraries helped.....			116
Total number of books loaned.....			1828
Total number of pamphlets loaned.....			694

All of this library extension work is operated entirely as part of the work of the main college library for the support of which the extension service does not make any contribution except the \$200 a year which has been apportioned for the last three years for the purchase of books, wrapping paper, twine, etc. The work of correspondence, keeping of records, shipping of material, and all other details have been carried along with the regular library work.

CHARLES R. GREEN, *Librarian.*

A LIST OF BOOKS BY AMERICAN TWENTIETH-CENTURY POETS

A LIST of books by representative American poets was printed in the LIBRARY JOURNAL in February, 1914. It was made by a committee of the Poetry Society of America, and was given out at the request of many librarians. That list having been found useful in the library service, an additional group is herewith presented, furnished by the same committee.

The list made last year was necessarily incomplete, because of the small space that could be allotted to this subject. The names of some, therefore, that were then omitted will be found below, together with some newer names that have been considered noteworthy either because of their actual poetic value or because they represent a tendency in method or a current of thought that it was believed the public would desire to study. There seems to be a decided quickening of interest in American poetic writing; the number of poets is legion; publishers are far more willing to undertake a volume of poetry than they were a few years ago, and the number of readers is increasing. We seem to be fast meeting the condition made by Whitman when he said, "To have great poets we must have great audiences, too."

Bates, Katherine Lee. *America the beautiful*. Crowell.
Benét, W. R. *Merchants from Cathay*. Century Company.
Benét, W. R. *The falconer of God*. Yale University Press.
Burt, Maxwell Struthers. *In the high hills*. Houghton.
Carpenter, Rhys. *The sun-thief*. Oxford University Press.
Corbin, Alice. *The spinning woman of the sky*. Seymour, Chicago.
Dargan, Olive Tilford. *Pathflower, and other poems*. Macmillan.
Davis, Fannie Stearns. *Crack o' dawn*. Macmillan.
Dawson, Coningsby. *Florence on a certain night*. Holt.
Dawson, W. J. *America*. Lane.
Dickinson, Emily. *The single hound*. Little, Brown.
Ficke, Arthur Davison. *Sonnets of a portrait painter*. Kennerley.
Frost, Robert. *North of Boston*. Holt.
Giddings, F. H. *Pagan poems*. Macmillan.
Giovannitti, Arturo. *Arrows in the gale*. Hillacre Bookhouse, Riverside, Conn.
Hagedorn, Hermann. *Poems and ballads*. Macmillan.
Holley, Horace. *Creation*. Kennerley.
Iris, Scharmel. *Songs of a lad*. Seymour, Chicago.
Jones, Thomas S., Jr. *The voice in the silence*. Mosher Press.
Kemp, Harry. *The cry of youth*. Kennerley.
Kilmer, Joyce. *Trees and other poems*. Doran.
Knibbs, H. H. *Songs of the outlands*. Houghton.
Lee, Agnes. *Sharing*. Sherman, French.
Le Gallienne, R. *The lonely dancer*. Lane.
Ledoux, Louis V. *The shadow of Aëta*. Putnam.
Lindsay, Vachel. *The Congo*. Macmillan.

Lindsey, F. B. *The spirit Prospero*. Sherman, French.
Litchfield, G. D. *Collected poems*. Putnam.
Lowell, Amy. *Sword blades and poppy seed*. Macmillan.
Mackaye, Percy. *The present hour*. Macmillan.
Markham, Edwin. *The shoes of happiness*. Doubleday.
Masters, Edgar Lee. *Spoon River anthology*. Macmillan.
Monroe, Harriet. *You and I*. Macmillan.
Morgan, Angela. *The hour has struck*. The Aster Press, N. Y.
Neilhardt, J. G. *The stranger at the gate*. Kennerley.
Norton, Grace Fallow. *The sister of the wind*. Houghton.
Oppenheim, James. *Songs of the new age*. Century Company.
O Sheel, Shamus. *The light feet of goats*. Privately printed.
Rice, Cale Young. *Collected plays and poems*. 2 vols. Doubleday.
Rand, Kenneth. *The rainbow chaser*. Sherman, French.
Robinson, Corinne Roosevelt. *One woman to another*. Scribner.
Seallard, Clinton. *Poems*. Houghton.
Smith, May Riley. *Sometime, and other poems*. Dutton.
Sterling, George. *Beyond the breakers*. Robertson.
Sweeney, Mildred McNeal. *Men of no land*. Unwin.
Towne, Charles Hanson. *Beyond the stars*. Kennerley.
Untermeyer, Louis. *Challenge*. Century Company.
Van Dyke, Henry. *The Grand Canyon*. Scribner.
F. D. W. *Little verse for a little clan*. Privately printed.
Wheelock, John Hall. *Love and liberation*. Sherman, French.
Widdemer, Margaret. *The cloak of dreams*. Winston.
Wilcox, Ella Wheeler. *Poems of problems*. Conkey.
Wilkinson, Florence. *The ride home*. Houghton.
Woodberry, George. *The flight*. Macmillan.

THE HIGHER EDUCATION OF LIBRARIANS

"It is a curious thing," said Dr. E. C. Richardson of Princeton University Library, in a recent letter, "that with so many library schools on the one hand and so many universities on the other, there is absolutely no place in the United States where systematic courses are offered on the history and science of books and libraries, looking towards the equipment of those who are to become librarians. There isn't very much done even from the standpoint of the scholar and what there is chiefly with reference to the training of scholars or teachers and in the courses of paleography and art."

In this connection it is interesting to glance over the program of the course in paleography which Dr. Richardson is conducting this year. While the course is organized for research students rather than librarians, almost every topic would be included in a university course for the higher education of librarians such as Dr. Richardson advocates.

The course is described on p. 247-248 of the University catalog, course 568, as follows:

"Paleography. General and applied. Introduction to the psychology, methodology, and history of ancient writing; the material and form of books, the evolution of alphabetic writing, the science and method of textual and higher criticism. Application in the field of Latin codices, with practice in decipherment, dating, and the method of research; including search for the manuscripts, exercise in the description and collation of manuscripts and the formation of genealogical tables, the discrimination of documents and voluntary variations. Second term, 3 hours a week.

"The course is intended at bottom to be a practical one and to give the kind of things which it is necessary for a man to understand in order to take up work on the manuscripts with view to a critical edition of some text—how to find the manuscripts, how to read them, how to examine and record observations, how to collect these as evidence and use them in deciding the readings of a critical edition. It aims to give the kind of information which the giver feels would have saved him time and have improved his work if he had had these same hints given to him in the beginning.

"The course does not aim so much at the minute practice of the various schools of handwriting or tracing in extreme detail their development as to give the whole general setting, a bird's-eye glimpse of the development, and a method to enable the student to continue the practice.

"Special practice work will, however, be set according to the field in which the individual student is most interested, Latin, Greek, or English. Illustrative work will be carried on chiefly in the Latin, because the giver's particular studies serve to make this the most concrete base, but if any one is specially interested *e. g.* in New Testament criticism, some suggestion and direction will be given, in a less expert way, in this line.

"Alongside this practical aim and method, there will be a series of lecture-talks, systematic and historical, to suggest the underlying reasons, in the nature of the human mind and the material in which it works, that make textual and higher criticism

necessary and shape or condition its method. These include topics such as Inward handwriting and books, The origin of handwriting, The alphabet, Oral and manuscript transmission of books, Variations, natural selection and survival among books, Textual, historical and literary criticism, The multiplication of books by hand, Printing, The origin of libraries, etc., etc.

"There is no text-book which gives the exact scope of the course. This may be judged in part, however, from the dozen elementary books which have been laid out on the table in the paleographical room as follows:

1. On the subject of the books in general, Rawlings, Weise, Specht, Schubart.
2. On the alphabet, Clodd, Taylor.
3. On the development of Greek and Latin handwriting, Thompson, Reusens, Gardthausen.
4. On manuscript illumination, Herbert.
5. On criticism, Sandys, Scrivener.

"These do not coincide with the bibliography which will be given at an early exercise, nor do they cover all matters but merely suggest the general scope of the subject."

THE NEW ENGLAND COLLEGE LIBRARIANS

THE association known as the New England College Librarians grew out of a meeting of about thirty college librarians held at the opening of the new library building at Clark University, January 14, 1904. Mr. William C. Lane presided and Mr. Harry L. Koopman acted as secretary. The subjects discussed were "Dead books," "Special collections," "Inter-library loans," "Departmental libraries," and "Periodicals." After a three hours' session "the meeting reluctantly dissolved, with the understanding that the secretary might call another meeting at such time and place as should seem convenient." (Proc. and Add. at the Public Opening of the Library Building of Clark University, Thursday, Jan. 14, 1904, Clark University Library Publications, April, 1904, pp. 72-78.)

At a meeting of the Massachusetts Library Club held at the Boston Public Library, January 17, 1907, several of those present expressed a desire to form an association for the consideration and discussion

of purely college library problems. Dr. Wadlin kindly placed a room at their disposal, Mr. Lane taking the chair and Mr. Koopman again serving as secretary.

There were 27 present, representing 12 institutions. It was voted "to form an association of New England College Librarians." "To have but one official, who shall be the Secretary." "To hold at least one meeting a year." The undersigned was then elected to the secretaryship, a position in which he has been retained ever since. At a later meeting held at the M. I. T., Boston, April 20, 1907, it was decided that "any person connected with the library of an academic degree conferring institution in New England be entitled to take part in its conferences."

Meetings have been held at the various New England college libraries, usually the latter part of April or early in May, the numbers present ranging from 30 to 50.

Among the subjects discussed at these meetings have been the following:

The A. L. A. card index to serials.
The best device to keep track of books temporarily removed from the shelves.
Business methods.
Business records and library accounts.
Charging systems appropriate for college libraries.
College libraries as depositories of government documents.
Courses of general reading for the staff.
Disposition of reference books on purchase of new editions.
Economical methods for caring for continuations, annual reports, etc.
Economy of space in the storage of books.
The future of the card catalog; present tendencies and future development.
How shall school material—catalogs, reports, courses of study, etc.—be treated, and how is it wise for each library to collect and preserve such material?
How should we encourage cultural reading among students?
Instruction of students in the use of the library.
Inter-library loans. Are libraries justified in making a charge for such loans, and can a general understanding be reached as to amount and nature of such charges?
Is it advisable for colleges to print reading lists for summer vacations?
The library budget.
Methods of filing newspaper cuttings, extracts from periodicals, etc.
The relation of required reading to the capacity of undergraduate students.
Reserved books.
Should college students take up library work without special library training?
Stacks for libraries.
The standing of the library in the university.
Student assistants in the library.
Subject headings.
To what extent should duplicate books be provided by the library for class work?
The treatment of government documents.
Use of the Library of Congress copyright catalog.
Vacations of the library staff.
The valuation of college libraries.
What statistics should a library report give?

The association is unique in that it has but one officer and neither constitution nor by-laws, and there are no fees. The deliberations are of the round table order and it is an unwritten law that there shall be no reading of papers. The secretary arranges for each meeting by conferring with the librarian who is to be host and the librarian where the last meeting was held. He writes to each member asking for topics for discussion, and then prints the program. The meetings are very informal and every effort is made to encourage the younger members to take part in the discussions.

The fact that the members who attend are all interested in the same problems and that there is ample opportunity for personal acquaintance and interchange of ideas, make these meetings more enjoyable for college librarians than the larger general meetings in which college problems are touched upon only incidentally.

The librarian where the meeting is held presides and the members vote on the order in which the topics shall be taken up for discussion, the chairman calling upon the one who proposed the subject to present his case.

LOUIS N. WILSON.

CONFERENCE OF ENGLISH TEACHERS AND LIBRARIANS

UNDER the auspices of the committee on school libraries of the New York Library Club there will be held a conference of English teachers and librarians on Saturday, May 8, at 10 a. m. in the Library of the Girls High School, Brooklyn, N. Y. Subject: "The library as an aid to English teaching."

Among the English teachers who expect to be present and take part in this discussion are the following: Franklin T. Baker, Columbia University, New York; Alfred M. Hitchcock, Hartford High School, Hartford, Conn.; Sarah E. Simons, Central High School, Washington, D. C.; Edwin Fairley, Jamaica High School, Jamaica, N. Y.; Benjamin A. Heydrick, High School of Commerce, New York.

The following topics will be discussed:

1. Necessary library equipment for modern English teaching—books, periodicals,

clippings, illustrative material, bulletin boards, etc.

2. What the librarian can do in organizing this material.
3. Possibilities of a library classroom equipped with lantern, victrola, small stage for acting plays, etc.
4. Relation of the library to the different phases of English work to-day.
 - a. Oral English. Debating. Public speaking.
 - b. Dramatization. What modern plays should the school library contain?
 - c. Cultivating a taste for good reading through the study of the best standard and contemporary literature.
 - d. Vocational guidance through English composition.
5. Importance of definite instruction of students in the use of books and library aids, card catalog, indexes, reference books, etc.
6. Co-operation between school library and public library.
7. Encouraging the ownership of books.

There will be an exhibit of illustrated editions of books for high school students and it is hoped that Miss Margaret Coult, head of the English department of the Barringer High School, Newark, N. J., will tell of the use of clippings and pictures in her English work and illustrate her talk with examples from the Newark Public Library. The exhibit of clippings, pictures, illustrated editions, etc., at the National Council of English teachers at Chicago, Nov. 1914, will be duplicated as far as possible.

All interested are cordially invited to attend.

MARY E. HALL.

THE UNIVERSITY CLUB LIBRARY

In "A history of the University Club of New York," privately printed and issued to club members only, Mr. James W. Alexander, who was president of the club from 1891 to 1899, devotes two chapters to the library.

When the club was reorganized, in 1879, one of the first steps taken was the creation of a plan for the institution of a suitable library. A committee of five was appointed, with Henry Holt, the publisher,

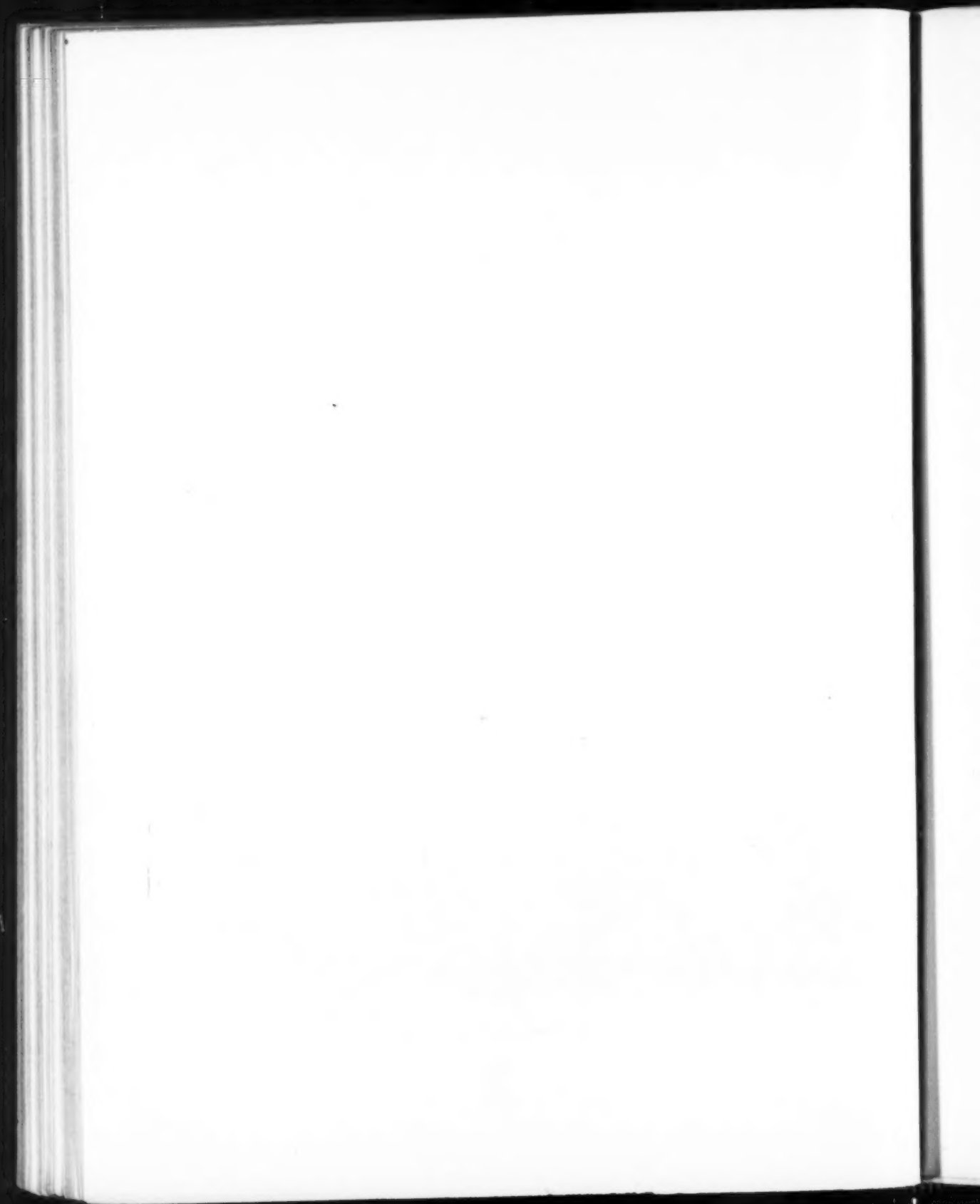
as chairman, and this committee set about raising a special fund for the purchase of books, that the library might not become at the very outset a financial burden to the club. A subscription paper was circulated, followed by a general circular of appeal, and the amount subscribed (about \$3500) was spent for books of reference and for Greek, Latin, German, and French classics. English classics were left to be purchased later, on the theory that members were more likely to have them in their own homes. The circular sent out stated that the library was to be built up along three lines: first, as a reference library; second, as a university library, with all publications and memorabilia pertaining to the universities of this country and Europe; and third, as a club library, with books both historical and practical on the recreations of gentlemen in their social organizations and in their outdoor sports.

In the first report of the library, made May 1, 1881, it was said to have 2006 volumes, and its value was put at \$5200. The general policy has remained to build up a cultural library, and at present history, biography, description and travel, literature, and the fine arts form more than two-thirds of the collection, the remainder including small groups of medical and legal works, mostly general treatises and reference books. In selecting books for purchase, men eminent in their several domains have assisted the librarian and the committee. Current novels are obtained from loan libraries, and very little fiction is purchased. At the present time the library contains 29,542 volumes and 21,534 pamphlets, and it is difficult to find shelf room for all. The library has overflowed into other rooms on the library floor, and a card-room on the floor above has been taken for the collections of college memorabilia. Bronze signs, extra shelf guides, floor plans, and an up-to-date catalog are provided to help members find what they like without assistance if they so desire, although the librarian, Arthur W. Colton, or an assistant is always ready to assist and explain. Periodicals of the world, including reviews, magazines, and illustrated papers, are on the tables in the library and subsidiary rooms.



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LIBRARY OF THE UNIVERSITY CLUB, NEW YORK CITY



The library is on the second full floor of the building, sharing the space with the reading and writing rooms and the card-room, and is unsurpassed for beauty, comfort and convenience. The central space is occupied by a square hall, treated in Pompeian colors. The library proper consists of a gallery something less than one hundred feet in length by sixteen feet wide, exclusive of the alcoves, which are nine feet in depth. There are five alcoves on each side, lighted by windows on the south side, overlooking Fifty-fourth street. The central alcove on the north communicates with the central hall, and access is also given to the library at either end. Elaborate frescoes decorate the ceiling and the end walls, some of them being copies made by H. Siddons Mowbray of the Pinturicchio mural decorations in the Vatican, and others original compositions by Mr. Mowbray. The walnut bookcases reach to the spring of the vault. Bronze and marble busts adorn the library and also the central hall, and the soft, neutral-tinted carpets, easy chairs, and ample provision for research made at the numerous tables produce an atmosphere of repose conducive to the contentment of the reader and the student. That the library is appreciated is indicated by the fact that many authors of distinction habitually use it as a study in the preparation of their books, and it has proved, as was originally hoped, the most important and useful department of the practical facilities offered to members of the University Club.

AN EXTRAORDINARY ART LIBRARY IN PARIS

"Do not fail to visit the *Bibliothèque Doucet*" they said to me in Paris. "Doucet Library" brought forth no response from memory; even the official title, *Bibliothèque d'Art et d'Archéologie* did not bring up pictures any too clear. Off, then, to the rue Spontini, which cabby remembered only after some thinking. There, at numbers 18 and 20, not far from the Bois de Boulogne, in five apartments of a large apartment house, is quartered a remarkable collection of books—100,000 volumes—on the history of art. The property of Monsieur Jacques

Doucet, but by him thrown open to the public from 9 a.m. to 7 p.m. daily. A remarkable collection, sensibly administered. Supposing they do have only a classification by large groups, even the books in the room devoted to individual artists being arranged not alphabetically, but by order of accession, what of it? Does not Monsieur Gabriel Rouchès, *bibliothécaire* of another large Parisian art library, that of the *Ecole Nationale des Beaux Arts*, inform us that they are remaking their catalog and will arrange their books in the order of acquisition, since they consider that the old method they have followed, of arranging books by subjects, is quite defective. Again, supposing the American librarian is pained at the use of a written author catalog in bound-volume form, and a subject, or rather class, catalog on cards standing on end and rod-holed in the most irregular way, and filed three rows in a drawer? (The *Bibliothèque Nationale* goes them two better, as to that, and has five rows in a drawer.) Away with these dry discussions of classification and cataloging. What are the Doucet people doing with their wonderful wealth of material? Why, good and useful work.

Here are just a few items culled from a note-book. There is, for instance, a great collection of catalogs of art sales, listed in chronological order in a written catalog of 47 volumes of 1000 pages each, and this catalog includes not only what they have, but what they ought to have. A veritably Teutonic thoroughness and energy! Or, again, not content with obvious resources at hand, they have indexed *L'Art*, *L'Artiste*, *Le Journal de Paris*, and a few other periodicals, even to short notes and to reproductions of eighteenth and nineteenth century art. One very important feature of the collection is the material on "Ceremonies" of all kinds. And there is also an entire room devoted to reproductions of drawings. Of the latter, no doubt, was born the "Société de Réproduction de Dessins des Maîtres," of which Monsieur Doucet is treasurer, and which has reached its fifth year of existence and of publishing activity.

And speaking of publishing as an important "by-product" of this institution, one

must not forget the valuable "Dictionnaire" of which André Girodie is director. Furthermore, the drawings lead us quite naturally to prints, and the Bibliothèque Doucet has a print-room of its own. A place of delights and rarities, presided over by Clement Janin, well known as a writer in his field. Not old rarities, but modern. Remarkable collections—as complete as possible, and more complete than might have seemed possible—of the etchings, engravings, lithographs and monotypes of Redon, Rodin, Lepère, Lunois, C. Pissarro, Toulouse-Lautrec, P. Colin, Degas, Forain (a more important collection even than that in Dresden), Legrand, Legros, Degas Jeaniot, and an American, Ethel Mars.

Here, then, is this collection, quietly but effectively bearing its share of the work which, in various fields of art, is being carried on also by the Bibliothèque de l'Ecole des Beaux Arts, the Library of the Musée des Arts Decoratifs (under Monsieur Deshairs), and the print department of the Bibliothèque Nationale (under François Courboin).

F. WEITENKAMPF.

NORWEGIAN LIBRARIES

A WRITER in *Der Bibliotekar* for August, 1914, gave a good account of the "Free libraries in Norway," covering the early history and present administration, which will interest librarians in this country.

The Norwegian government began to set aside money for free library purposes in 1850, and up to 1910 the yearly appropriation had reached a sum of 47,000 marks. About ten years ago the Ministry of Education appointed a commission to investigate, report on, and reorganize the system of free public libraries throughout Norway. As a result of the labors of the commission 900 rural libraries and 47 city libraries receive support from the ministry. Some of these libraries, particularly those in the rural districts, are very small, having only about 1000 books in their possession. Norway is a sparsely settled country. All communities of any size are on the sea coast. In the interior the large estate with its tenant farmers or small farms of independent owners takes the place of village centers.

The Department of Education gives 200 kroner a year to any library fulfilling the conditions of asking. As these conditions necessitate local support to the amount of the official sum asked for, most of the smaller communities are not able to ask more frequently than every second year. The books bought by the appropriation must be chosen from the official catalog of publications issued each year by the department. That condition gave opportunity to some publishing houses for big profits, to gain which they offered considerable discounts on books bought for libraries. But the official catalog is well chosen and carefully edited and serves in the main as a reliable guide for the choosing of new books for isolated districts. The new books are bound, numbered and supplied with cards in a bindery chosen by the department, so that they are uniform all over the country. The administration of public libraries is at present in the hands of a capable trained library expert, Dr. Karl Fischer, whose duties are many and varied. He supervises the giving out of the appropriation; receives reports of all public libraries, balances their accounts and chooses the librarians; issues the yearly General Catalog and the organ of the library department *For Folke- og Barneboksamlinger*, and supervises the classes for librarians.

No public library in Norway has its own building as yet, although some cities, notably Bergen, are building new homes for their books. As a rule the books are kept in the schoolhouse or town hall, or else in some part of the church or in the dwelling of the librarian. This latter is usually the schoolmaster or rector, as the pay is too small to enable any man to give his whole time to the work. The Department of Education gives special opportunities to public school teachers to fit themselves for library work. In a country of such scattered population and of tiny communities separated from one another by mountain ranges as is Norway, traveling libraries would be of immense value. It is only very recently however that this system has been suggested and is now being weighed by the Library Department. There are small traveling libraries designed for the use of laborers on public works such as highways,

bridges, railroads, etc. Fishermen during the working season at sea are supplied with books and a special seamen's library system exists for the use of deep sea sailors. There are four Norwegian cities which have no public library, and forty out of nine hundred rural communities are equally orphaned. The best known city public libraries are those in Christiania (Deichman Library) with 103,000 books; Trondhjem, 20,000 books; Kristiansand, 8,300 books; Hamar, 5,400 books, and Bergen, 100,000 books.

There are a number of special free libraries and reading rooms for children connected with the public schools in many towns, for which the Department of Education gives a yearly appropriation of 20,000 marks, usually in the form of books.

American Library Association

THE BERKELEY PROGRAM

The Berkeley conference program is rapidly taking definite shape and several of the addresses and papers can now be announced with assurance. The committee realize that the waving banners and gilded domes across the bay will exert a powerful pull and that first-class "counter-attractions" must be provided over on the university campus. It has not been forgotten, however, that we are confessedly going to the west coast to see the great fair and the committee have tried to leave time for the study of the arts and sciences in the concrete to say nothing of cultivating the acquaintance of that alluring stretch appropriately named "The Zone." The local entertainment committee do not know there is an Exposition going on over in San Francisco. At least that is our conclusion after studying over the numerous joy-rides, soirées, Grizzly Peak picnics and such that proverbial California hospitality has planned for our delectation.

But the program. This will not be eclipsed by the other "attractions," as those who go to Berkeley will find out, and after a deal of juggling a schedule has been evolved that will permit us to see not only the things that are lovely but also to hear those that are of good report.

The first session will be held on Thursday afternoon, June 3. Mr. Henry W. Kent, secretary of the Metropolitan Museum of Art, of New York, who, speaking as an old li-

brarian himself at our Washington conference last year, said that we as librarians do not have the love for books that we should have, and that we should cultivate more the love of fine printing and good paper and choice bindings, is going to talk to us at this meeting about this very thing, taking as his topic, "The book." We are fortunate to get Mr. Kent to cross the continent for this service and we bespeak for him a cordial welcome and a sympathetic hearing. Another New Yorker, Mr. T. M. Cleland, an authority on printing and printing types, is also traveling three thousand miles with a message, and he will deliver at this session an illustrated lecture on "The fine art of printing." "Bulletins and library printing" will be discussed in a paper by Mr. Everett R. Perry, of the Los Angeles Public Library. Perhaps none of us doubt that our reports and bulletins might be served up in a fashion more palatable to the general public. So thinks, at least, "The Librarian" of the *Boston Transcript* in a recent announcement.

It is hoped that arrangements can be made to have the evening session on the 3d over at the Exposition grounds, going over on special cars and a special ferry. An address of welcome will be given by a high official of the Exposition and President Wellman will deliver his presidential message. Then will follow an informal reception and a chance to get acquainted and renew old friendships.

Friday morning, June 4, Miss May Massee, editor of the *A. L. A. Booklist*, will discuss the growing appeal of modern poetry; Dr. Herbert Putnam, the librarian of Congress, will speak, taking as his text the curiosity-provoking title, "Per contra"; and it is expected that an illustrated lecture will also be given.

The two remaining general sessions will be held on Monday morning, June 7, and Wednesday morning, June 9. "The theory of reference work," will be the subject of a paper by Mr. W. W. Bishop, of the Library of Congress; Mr. Chalmers Hadley, of the Denver Public Library, will deliver an illustrated lecture on "New features in library architecture"; Mr. George F. Bowerman, of the Public Library of the District of Columbia, will speak on "How far should the library aid the peace movement and other propaganda," and Mr. R. R. Bowker, editor of the *LIBRARY JOURNAL*, will discuss "The province of the public library," and a general discussion will follow. One or two other addresses are being arranged for, including one from a member of the faculty of the University of California.

The affiliated societies and various sections will each, with one or two exceptions, hold at least one session. The section meetings, however, will not be emphasized as much as usual, on account of the wish to leave time for visiting the Exposition.

The local committee are hoping to arrange trips to Mt. Tamalpais; a walk up Grizzly Peak, just back of Berkeley, to have a picnic supper and see the sunset; an auto or trolley trip around Oakland and out to Mills College, which has a particularly beautiful campus; and a ball on the Exposition grounds on the evening of Tuesday, June 8, which is officially set apart as "A. L. A. day" at the fair. The conference will adjourn Wednesday noon, June 9, and the post-conference party (or parties) will leave later in the day.

The local committee will conduct an information bureau at A. L. A. headquarters in the University Library building during the entire week; a pamphlet on interesting trips with particulars as to cost, how, when, how long, etc., will be distributed; also a leaflet on the exhibits of greatest interest to librarian. Fuller particulars regarding the program will be printed in the *May Bulletin* of the A. L. A.

G. B. U.

EXHIBIT AT THE PANAMA-PACIFIC EXPOSITION

The committee having charge of the American Library Association exhibit at Leipzig, anticipating the Panama-Pacific Exposition, endeavored to kill two birds with one stone and accordingly made its plans to provide for both exhibits.

The unexpected outbreak of hostilities in August and the state of chaos into which European countries were plunged, made the accomplishment of the committee's plans for a time seem altogether hopeless.

The committee therefore began anew and issued its requests for duplicate material and sent out its appeal for funds. The request for material met with a generous response and the subscriptions of money were very liberal. After the material had been sent in, word was received that the cases from Leipzig had been shipped and were on their way to New York. The receipt of this information was as welcome as it was unexpected. Upon their arrival, the cases were shipped directly to San Francisco and the work of preparation was arrested until they were received at the exposition grounds.

Mr. Gillis, the chairman of the California State Committee, had agreed to attend to the details of the receipt and arrangement of the material, but on account of his serious and

prolonged illness, the work has fallen upon the other members of the California local committee, Messrs. Chas. S. Greene, librarian of the Oakland Public Library, and Milton J. Ferguson, assistant librarian, State Library, Sacramento, California. They have carried on the work very acceptably under unusual conditions, taking up the threads as they were dropped by Mr. Gillis and pushing the work through splendidly. In spite of all set-backs and by the strenuous efforts of the local committee, the American Library Association exhibit was ready in time for the formal opening of the Exposition on February 20 and though much remained to be done, to the casual observer it looked completely finished.

Much of the material from Leipzig was found to be in poor condition; the model library was damaged beyond repair; mounted material and a few books were mildewed or crumpled and torn. With the duplicate material on hand the local committee was able to replace some of the damaged exhibits, or to substitute others in place of them so that the exhibit at San Francisco will be substantially the same as that at Leipzig.

The space at San Francisco, about 2033 square feet, is smaller than that allowed us in Leipzig, and of a different shape, but since the Library of Congress is exhibiting in the Educational Building, instead of with the American Library Association, the smaller space is sufficient for our needs. The motion picture films illustrating every phase of library work in California are also shown in the California booth in the Palace of Education and the attention to library work will therefore not be confined to one building.

No attempt has been made to include a "model library" or collection of books as was done at Chicago and St. Louis, and the offer of the San Francisco Public Library to place a branch in the booth had to be declined for lack of space.

Miss Elizabeth Lowry was in charge of the exhibit for a few weeks. Mr. J. L. Wheeler, of the staff of the Los Angeles Public Library will be on duty from May first until after the conference. Mr. Utley, secretary of the American Library Association, will remain in charge for a few weeks following the Berkeley meeting. Arrangements for the balance of the season are under way, but have not yet been completed.

The California libraries have agreed to furnish volunteer workers to assist the regular attendants during the entire season.

FRANK P. HILL, *Chairman*.
American Library Association Committee on
Panama-Pacific Exhibit.

SCHOOL LIBRARIES SECTION*

At the midwinter meeting of the Council of the American Library Association the petition of the school librarians was presented by a special committee, and the section was granted.

The high and normal school librarians of the Middle West met in conference at the La Salle Hotel, January 1, 1915. One of the topics for discussion was the scope of the new section. It was agreed that the school libraries section should be the center of information regarding school library activities and the place for professional consideration of work with school organizations.

Two important topics for immediate consideration were presented.

1. Many towns, cities, counties and states are considering the organization of school library work and are making inquiries as to systems of school library supervision now in use and their effectiveness. It was voted that a committee be appointed to make a survey and offer recommendations for model systems.

2. Since the success of library work in schools rests with the school librarian, it is important that the persons undertaking this work should have not only the best educational and general library training, but also such special instruction as will qualify them for work with high school boys and girls, teachers and superintendents. It was voted that a committee be appointed to investigate the training now offered for school librarians and to lay the matter of special training before the committee on library training.

The Berkeley conference is planned to include general sessions as far as possible, but sections are granted one session to be held on Saturday, June 5, 1915. This will give opportunity for organization of the school libraries section, for review of the school library situation as it exists to-day, and for planning further activities. At this meeting there will be reports from the library sections of the National Council of Teachers of English, The National Educational Association and other educational associations, and open discussions of all topics presented. The co-operation is asked of all interested in this phase of library endeavor, in making this meeting practical and valuable.

FANNY D. BALL, Grand Rapids,

Secretary.

*This report of the midwinter meeting was received too late for inclusion in an earlier number.

Library Organizations

NORTH CAROLINA LIBRARY ASSOCIATION

The North Carolina Library Association held its ninth annual meeting April 1 and 2 at Raleigh. The first session was devoted to association business. Reports of officers and committees were made and the following officers elected: President, Miss Mary B. Palmer, Charlotte; first vice-president, Miss Nan Strudwick, Chapel Hill; second vice-president, Miss Eva F. Malone, Durham; secretary, Miss Carrie Broughton, Raleigh; treasurer, Mrs. A. E. Griggs, Durham. Two-minute reports from librarians present brought encouraging news of library progress in the state. After the session, the visitors were taken for an automobile ride and were shown the various institutions and points of interest in the city.

Thursday evening the members of the association were entertained at a delightful dinner at the Yarrowborough Hotel. This was immediately followed by the evening session held at Meredith College.

At this session, the feature was the address of Mrs. Edna Lyman Scott on "The listening child." She spoke with her usual effective simplicity of the importance of story-telling and its place in the public library and in the life of the nation. The revival of story-telling in this country started with the coming from England of Marie Shedlock to lecture to the kindergarten teachers of New York City. It spread to schools, playgrounds and libraries. Mrs. Scott believes that sometimes children should be told stories "just for fun," and related the development in interest and imagination of a group of mill children to whom she told such stories. At the close of her lecture she told three stories, to the great delight of her hearers. A musical program of several numbers was rendered by the Meredith College choir, Miss Mary Pruette, Miss Kate Johnson, and Mr. Needham Broughton.

On Friday morning, the association met in two sections for round-table discussion of the problems of public and college libraries. The college librarians discussed "Discipline in the college library"; "Problems of cataloging in the college library"; and "Reference work in the college library." Library life at Davidson College was attractively described by Miss Shaw, the librarian. "Rural extension," "State publica-

tions," "Essentials in children's work," and "Local history collections," were the problems considered by the librarians in the public library section.

At the last session, held Friday afternoon, Mrs. A. F. Griggs presented an annotated list of reference books of 1914. Miss Nan Strudwick reviewed briefly three books that tend to idealize country life and rural vocations. These were "A woman rice planter," by Patience Pennington, "The bend in the road," by Truman DeWeese, and "The friendly road" by David Grayson.

Books for the country school teacher's own library were suggested by Miss Edith Royster. To aid in direct class-room instruction, she should have Gayley's "Classic myths," text-books, and a good dictionary. For broader school work, a rural teacher should own Eleanor Smith's "The common school book of vocal music," Bancroft's "Plays and games," or Johnson's "What to do at recess," and Fanny E. Coe's First and Second books for the story-teller. She should use also the Bible for Christmas stories, Hofer's "Legends of the Christ Child," and Grimm's Fairy tales. Kinne and Cooley's "Foods and household management" would be a most useful addition. The country school teacher should have books for personal refreshment and inspiration. These may include a volume or two of Burns or Wordsworth, and the Bible. To aid in professional and scholastic growth the teacher should have Smith's "What can literature do for me?", Curtis' "Education through play," and Cubberley's "Rural life and education." Miss Royster recommended that the teacher subscribe for one good newspaper, a magazine such as the *Review of Reviews*, *Literary Digest* or *Current Opinion*; also a good professional magazine, such as *School News*.

The executive committee reported the reelection of Dr. Louis R. Wilson as a member of the North Carolina Library Commission.

The meeting was one of the best ever held in the state, both in point of attendance and interest.

MARY B. PALMER.

INLAND EMPIRE TEACHERS' ASSOCIATION —LIBRARY DEPARTMENT

The recently organized library department of the Inland Empire Teachers' Association held two sessions in connection with the spring meeting of the association in Spokane, April 15-16. It was felt the meetings of the department should be definitely stamped as

conferences for school people and not merely as gatherings for librarians. To this end, the speakers, especially at the first session, which was a joint session with the department of county superintendents and rural schools, were largely superintendents, principals and state officers.

The general topic for the first day was "School library needs in small communities and how to meet them." The principal of the Touchet, Washington, High School gave a vivid presentation of the difficulties of school library organization in a small town. Mr. Paul Johnson, county superintendent of Walla Walla county, discussed the possibilities open to the county superintendent in developing rural school libraries. He felt that aid should be sought of the public library wherever possible, and that the county library scheme offered the most satisfactory avenue through which to do school library work. The county superintendent was too busy to look after the matter carefully, and even with the proper amounts expended in book purchases in the schools, there was needed the stimulating personality and trained methods of a visiting librarian to push and encourage.

At the close of Mr. Johnson's talk, Mr. George W. Fuller, of the Spokane Public Library, outlined the county library idea more fully, dwelling on the reasonableness of carrying books to all the people.

Following Mr. Fuller's speech, representatives of the state departments of education of Idaho, Washington, and Montana spoke of the library work being carried on through their offices. For Washington, the deputy state superintendent of education, Martha A. Sherwood, mentioned three main lines of endeavor: The publication of a high school list in the state teacher's manual, the compilation of the state list for grade schools, and the inspection of elementary school libraries to find out book equipment. Miss Sherwood reported the proportion of volumes suitable for grade school use to be much smaller than that for high schools. This, she said, was due to state inspection of libraries in accredited high schools. She thought the state board should be asked to recommend the reduction of high school library purchases to the end that grade school libraries might be built up. Miss Sherwood's remarks called forth many questions and much discussion.

The second session was a round table on "The normal school and the library." Miss Mabel Reynolds, librarian of the Cheney, Washington, State Normal School, presided, and gave a résumé of normal school library

history. Reports on library training courses in the various normals of the Inland Empire were then made. Miss Rankin of the Ellensburg School said that this year two-thirds of the seniors and two-fifths of the juniors were taking the elective library training course. The Idaho State Normal at Lewiston sent a most encouraging report which was elaborated upon by George A. Black, principal of the school and president of the Inland Empire Teacher's Association. Discussion brought out the fact that in the state teachers' examinations in Idaho candidates for certificates are required to answer questions on library cataloging and organization, and that in the Lewiston School a course in library training of ten hours per week for one quarter is required of all candidates for graduation.

Miss Wilson, of the Bellingham State Normal, gave a most thoughtful talk on methods of increasing normal school library efficiency. She emphasized the necessity for the standardization of library training courses and for more ample appropriations for such work. The normal school library should more and more become a laboratory, she thought. The aim should not be to solve the problems of the pupils with ready-to-wear information, or to make up the "intellectual deficits" of the faculty, but to teach the former how to answer their own questions and lead the latter to a larger appreciation of the library's function.

At the close of the discussion the department adopted a resolution requesting state boards of education to make library training a required normal school course.

In connection with the meetings, the Spokane Public Library prepared and placed in the Lewis and Clark High School Library an exhibit of books for elementary schools arranged by grades, and the women of the faculty acted as hostesses at a tea in the school library.

The following officers were chosen for the ensuing year: President, Francis A. Yeomans, principal of city schools, Chewelah, Wash.; secretary, Margaret Roberts, secretary State Library Commission, Boise, Idaho.

LUCILE F. FARGO,

Secretary, Library Department, Inland Empire Teachers' Association.

ONTARIO LIBRARY ASSOCIATION

Made-in-Canada was the dominant note for the fifteenth annual meeting of the Ontario Library Association, April 5-6, and even if it did rain or snow on the first day, the enthusiasm was sufficient to characterize the

meeting as the best in the history of the association. The business session on Monday morning was full of interest and encouragement. Mr. Burpee's committee on public documents reported encouraging co-operation with the King's Printer in the matter of progress towards an efficient distribution of government publications. Mr. Williams' committee on library institutes noted that the fifteen institutes had duly held their meetings and that interesting discussions, valuable papers and large audiences continued to characterize these library meetings held all over the province. The committee on selected list of books reported the issuing of the four quarterly numbers during the year, and the committee on technical education gave a report of considerable labor in connection with this movement and the promise of a great deal larger effort in the coming year, especially in the preparation of a good bibliography of the Useful Arts. The work among the blind was dealt with most informally by Mr. C. S. Swift, the librarian of the Canadian Free Library for the Blind. The reports of the secretary and treasurer, E. A. Hardy, were exceedingly encouraging, and recorded a year of library activity throughout the province and a fairly satisfactory balance in the treasury.

"Canadiana" was the chief topic of the papers and addresses, being dealt with in the following phases:

- 1.—"The Canadian public library as a social force." W. O. Carson, chief librarian of the Public Library, London.
- 2.—"The Canadian public library and the local historical society: from an historical standpoint." Clarence M. Warner, president of the Ontario Historical Association, Napanee.
- 3.—"The Canadian library's opportunities for encouraging the reading of Canadian authors." Miss Mary S. Saxe, librarian of the Public Library, Westmount, Que.
- 4.—"Canadian country folk and rural libraries." Peter McArthur, Appin. (Author of "The Prodigal, and other poems," "To be taken with salt," etc.)
- 5.—"Children's literature: From the Canadian point of view." Miss Adeline Cartwright, children's librarian, Dovercourt branch of the Toronto Public Library, Toronto.

All of these papers and addresses were full of the spirit of Canadian nationhood, emphasizing the value of this as an asset as well as a library duty. The address of Monday evening by Mr. Peter McArthur, on "Canadian country folk and rural libraries," was one of the most delightful addresses ever given in the history of the association; it was packed full of shrewd observations and of sympathetic studies at first-hand and was characterized by a high literary charm and an abundance of humor that made it a delight to listen

to. Those who say that Canada has produced only two humorists, Judge Haliburton and Stephen Leacock, must revise their opinions and add Peter McArthur to the list.

Miss Cartwright's paper called attention to the need in Canadian libraries of lists of children's books prepared by Canadians, inasmuch as the American lists, which are in many respects models of careful bibliography, tend to ignore, very largely, children's books by British and Canadian authors.

The two other papers were very practical studies. Miss Black, of Fort William, presented the results of years of investigation, of conditions in her city, with its twenty-nine nationalities, in a comprehensive paper, "Town survey in theory and in practice."

Mr. Andrew Denholm, of Blenheim, who has a wide knowledge of rural conditions, from many years of first-hand study, took very strong ground as to the necessity of solving the rural library problem in as comprehensive and thorough fashion as it has been solved in towns and cities.

After the address on Monday evening the association was received in an informal way by the chief librarian and staff of the Toronto Public Library. All departments of the library were thrown open for inspection, notably the historical room, containing the John Ross Robertson collection of over 2000 pictures illustrating Canadian history, and the stack room, with its 100,000 volumes of reference books.

The sessions of the association were held in the art gallery of the library, on the walls of which the pictures of the annual exhibition of the Ontario Society of Artists formed a delightful background for the meetings.

The officers for the coming year are as follows: President, David Williams, Public Library, Collingswood; first vice-president, George H. Locke, Public Library, Toronto; second vice-president, Miss Mary J. L. Black, Public Library, Fort William; secretary-treasurer, E. A. Hardy, 81 Collier Street, Toronto; councillors, D. M. Grant, Public Library, Sornia; W. J. Sykes, Public Library, Ottawa; F. P. Gavin, Public Library, Windsor; W. H. Murch, Public Library, St. Thomas; Miss Carrie Banting, Public Library, Hamilton; W. O. Carson, ex-president, Public Library, London.

E. A. HARDY, *Secretary*.

SASKATCHEWAN LIBRARY ASSOCIATION

The second annual convention of the Saskatchewan Library Association opened its proceedings on Monday, April 5, in the Collegiate Institute, Yorkton. Owing to the in-

adequate train service, a number of the delegates were unable to be present. Notwithstanding this, however, there was a fair and representative attendance when President Cameron called the meeting to order. After a few remarks from the chair, the minutes of the last meeting were read and approved. The secretary-treasurer, J. R. C. Honeyman, read a report of the work of the association since the organization meeting at this time last year. From this it appeared that the committee of the association appointed to interview the Honorable Mr. Scott, Premier of Saskatchewan, had carried out the instructions and been favorably received, as recorded in the LIBRARY JOURNAL for September, 1914, p. 717.

The executive committee of the association had also adopted a resolution supporting the movement for the establishment of a Canadian National Library. This resolution was to have been forwarded to the Dominion Government, but owing to the outbreak of the European War has been allowed to lie over.

The statement of receipts and expenditures submitted by the secretary-treasurer showed the finances of the association to be in a satisfactory state.

Mr. John Hawkes, provincial librarian, who was present by invitation, gave an interesting address on the traveling library system of the province which was inaugurated a few months ago. Already sixty-five traveling libraries have been sent out and one hundred and fifty applications have been received. At the close of Mr. Hawkes' address several questions were asked and approval was expressed by some of the members with regard to the appointment of a local board for each traveling library, which is a feature of the scheme.

At the evening session the nominating committee recommended that the officers of last year be re-appointed, and this report was unanimously adopted.

Mr. A. H. Gibbard then addressed the convention on "Aggressive library work in Saskatchewan." Mr. Gibbard, who was formerly a member of the Ontario Library Association and one of the original founders of it, gave striking examples of what had been accomplished in the eastern provinces and urged an aggressive policy for Saskatchewan. At the close of his address Mr. Gibbard introduced a resolution asking the government to undertake the publication and circulation of literature which would be helpful to the authorities in places where it was desired to establish public libraries, and appoint a committee of the three public librarians at Moose Jaw, Re-

gina, and Saskatoon to co-operate with the educational authorities in the work of preparing such literature. A discussion followed.

J. R. C. Honeyman then addressed the convention upon "Library legislation in the prairie provinces," comparing the systems at present in force in Manitoba, Alberta, and Saskatchewan. He considered it necessary that in framing future legislation the governments concerned should consult persons who were engaged in practical library work, and moved the following resolution, which was unanimously adopted: "That the Executive Committee be requested to appoint a standing committee on library legislation."

One feature of the session was a paper read by Mr. G. A. Brown, superintendent of city schools in Prince Albert, on the "Co-operation of school libraries and public libraries." The paper was an admirable one and led to a very interesting discussion. Mr. Brown outlined the Buffalo system and showed the value to the teaching profession of active and constant co-operation between these two educational organizations.

On the motion of J. R. C. Honeyman, seconded by Mr. A. H. Gibbard, Mr. John Hawkes, provincial librarian, was appointed an honorary member of the association.

A motion was also adopted to appoint a committee to confer with the committee of the Saskatchewan Educational Association with a view to affiliation. The following resolution was also adopted, "That in view of the apparent success of the measures inaugurated for the establishment of a system of traveling libraries in this province, and the great benefit likely to be derived therefrom when fully developed, this association strongly urge upon the provincial government the necessity for making liberal money appropriations annually for this purpose."

Next year's meeting will be held on Easter Monday, 1916, in whatever city is chosen by the Educational Association for its gathering.

J. R. C. HONEYMAN, *Secretary*.

CHICAGO LIBRARY CLUB

The Chicago Library Club met April 8 at the Lewis Institute. Professor Edwin H. Lewis of the Institute gave the address of the evening, his subject being "William Vaughn Moody."

Professor Lewis spoke particularly of the Promethean legend as treated by Mr. Moody in his trilogy. The first two parts, "The fire bringer" and "The masque of judgment," were completed at the time of Mr. Moody's

death; but the third part, which was to be the "Story of Eve," was never finished. Mr. Lewis showed in what manner Mr. Moody differed from other writers in the treatment of the legend and laid much stress on the modernity of his method and the beauty of his poetry.

The president, Miss Louise B. Krause, appointed a committee, Messrs. Barr, Carlton, Dodd, Hanson, and Legler, to confer with the library committee of the Chicago Woman's Club to consider the advisability of making a bibliography of historical material contained in private collections in Chicago. The club appropriated twenty-five dollars toward defraying the expenses of the A. L. A. exhibit at the Panama Exposition, after hearing from Mr. G. B. Utley of the exhibit and the cost of gathering and installation.

A. H. SHEARER, *Secretary*.

TWIN CITY LIBRARY CLUB

The regular meeting of the Twin City Library Club was held in the Franklin Avenue branch of the Minneapolis Public Library, March 11.

As this branch is the headquarters of the Scandinavian work in Minneapolis, the program was Scandinavian in character. Miss Emma B. Nilsson, who has charge of the Scandinavian collection, read a very interesting paper full of information about her work and about the Scandinavians and their interests. Mr. Wallerstedt, the Swedish consul, then showed lantern slides of Sweden, and Miss Todd of the Minneapolis Public Library gave a brief talk showing the possibilities of the use of different kinds of slides with the new portable stereopticon recently purchased by the library. The members then adjourned to enjoy Scandinavian refreshments provided by Miss Rosholt and Miss Nilsson.

R. L. WALKLEY, *Secretary*.

IOWA CITY LIBRARY CLUB

The Library Club of Iowa City has been discussing the various phases of library work for the community. The subject for the March meeting was "What the library should do for its municipal departments and business men," and the paper was read by Mr. James Hodgson. The paper for the April meeting took up the question of "The library and rural extension" and was read by the president of the club, Miss Helen McRath. The subject of the paper for the May meeting is "Vocational education" and Professor E. E. Lewis of the State University will be the speaker. These papers have covered a wide

field in an interesting manner and have been supplemented with book reviews and library news.

RUTH GALLAHER, *Secretary*.

PACIFIC NORTHWEST LIBRARY ASSOCIATION

The sixth annual conference of the Pacific Northwest Library Association will be held at Salem, Oregon, May 31 and June 1. At the close of the meetings, delegates may catch the 10:38 p. m. train for California, arriving in San Francisco at 7:30 a. m., June 3.

The P. N. L. A. draws its membership from Washington, Oregon, Idaho, Montana, British Columbia and Alberta. The state capitol and library are located in Salem, which is a city of 18,000 population, settled in 1840, and located on the Willamette River, 52 miles from Portland.

Miss Anne D. Swezey, librarian of the Salem Public Library, has charge of the local arrangements. George W. Fuller, librarian of the Spokane Public Library and president of the association, is in charge of the program.

Eastern librarians who are traveling to Berkeley via Glacier National Park, the Yellowstone or the Canadian Rockies, should not fail to see the new library in Portland or to visit Salem with the P. N. L. A.

N. E. A. LIBRARY CONGRESS

August 24 is to be library day at the N. E. A., which meets in Oakland, Cal., this year. There will be three sessions—a morning one devoted to the consideration of library training in high schools and normals; an afternoon session, the program of which is being planned with especial reference to the interests of rural and elementary schools; and an evening session of a more general nature which will include a stereopticon survey of school library development throughout the country, and addresses by Dr. E. O. Sisson, state education commissioner of Idaho, and Mr. Bernard Steiner, of Baltimore.

Committee chairmen are working over the details of the morning and afternoon sessions, complete programs for which will be published later. Slides for the stereopticon display have been prepared by the U. S. Bureau of Education.

It is hoped that educational associations in all parts of the country will appoint delegates to the congress in accordance with the request recently sent out by the secretary. It is taken for granted that librarians will not need special invitations, but will make it a point to attend this gathering of school and library forces if it is within their power to do so.

LUCILE F. FARGO,

Secretary, Library Section, N. E. A.

MISSOURI LIBRARY ASSOCIATION

The Missouri Library Association will hold its next annual meeting at Joplin, Missouri, October 20-22, 1915. A session will probably be scheduled at Carthage with a stop-over at Webb City.

MARY E. BAKER, *Secretary*.

Library Schools

NEW YORK STATE LIBRARY SCHOOL

The usual biennial trip to libraries of New York, Brooklyn, Newark, Philadelphia and Washington was made March 29 to April 8. The libraries visited were the New York Public Library (including the Harlem and Seward Park branches), the Newark Free Public Library and its business branch, the Columbia University Library and the Bryson Library of Teachers College, the Brooklyn Public Library and several of its branches, Pratt Institute Free Library, and the Library Society of Philadelphia, Bryn Mawr College Library, the University of Pennsylvania Library, the Library of Congress, the libraries of the United States Department of Agriculture and the Documents Office and the Public Library of the District of Columbia. A considerable number of the students made optional visits to the office of the H. W. Wilson Co., White Plains, N. Y., the Ridgway branch of the Philadelphia Free Library, Haverford College Library, the Library of the School of Philanthropy (New York City), while several who were interested in special lines of work visited others which could not be included as a regular part of the visit. The staff and students of the Library School of the New York Public Library gave the party a luncheon and informal teas were given by the staffs of the Newark Free Public Library and the Bryn Mawr College Library and by Mr. and Mrs. Stevens of the Pratt Institute Free Library. With the exception of April 3, on which the party was attacked by one of the worst snow storms of the year, the unusually good weather added much to the comfort and pleasure of the trip.

Miss Jean Hawkins spent several days in March visiting the Pratt Institute Library School and the Library School of the New York Public Library and a number of libraries in New York City.

Several additions to the collection of juvenile literature have recently been made by interested alumni and friends. Among recent donors are Miss Caroline M. Hewins, Miss Mary L. Davis and Miss Frances J. Olcott.

F. K. WALTER.

UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

Miss Ione Armstrong, librarian of the Council Bluffs (Iowa) Public Library, gave two lectures before the school, March 11 and 12, one on the work of the Council Bluffs Library and the other on "What training for librarianship means." On the evening of March 11, a reception to Miss Armstrong and Edna Lyman Scott was given at the home of Miss Simpson.

The Library Club met on the evening of March 16 in the parlors of the Woman's Building. The reading of one issue of a newspaper, the *Chambana Tribune* of the year 1920, made up of contributions from the staff, faculty, and students was the event of the evening.

The month of field work assigned to seniors began March 22 and closed April 17. Eleven seniors were given work in the following co-operating libraries: Rockford Public, Rockford High School, Evanston, Jacksonville, Galesburg, Springfield, Decatur, Evansville, Ind.; Jackson, Mich.; Cedar Rapids, Iowa, and the Indiana Library Commission.

Miss Eva Cloud, librarian of the Kewanee Public Library and a former student in the Pittsburgh Training School for Children's Librarians, will give a week's work to the students in the Summer Library School.

ALUMNI NOTES

Miss Elizabeth H. Cass, B. L. S., 1914, has been compelled by illness to give up her work as assistant in the Western Reserve Library School.

Miss Edna May Hawley, B. L. S., 1903, librarian of the Oregon Supreme Court Library, died February 25, 1915, in Salem, Oregon.

P. L. WINDSOR, *Director*.

PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

The class left New York on Friday afternoon, March 26, at 4 o'clock for Philadelphia, where they remained until Monday morning. Saturday morning a visit was made to the Library Company, where Mr. Abbot discoursed entertainingly of the early and later history of the library. The rest of the day was spent in various departments and branches of the Philadelphia Public Library. Leary's old bookstore was visited Monday morning and a number of commissions for the Library were executed there. A stop-over was made at Wilmington in order to see the Library of Wilmington Institute, and another at Baltimore where the new library building of Johns Hopkins University was inspected. Headquarters in Washington were at the Ho-

tel Powhatan where we were made very comfortable. Among the Washington institutions visited were the Public Library of the District of Columbia, the Superintendent of Documents' Office, the library of the Engineering School of the War College, the Library of Congress, where we were entertained at luncheon by Mr. H. H. B. Meyer, Pratt, 1902, and the libraries of the Smithsonian Institution, of the Bureau of Education, and of the Department of Agriculture. Among the visits of non-professional interest were those to Mt. Vernon, the White House, the Pan-American Union, the National Gallery, and the Corcoran Art Gallery. We were favored by wonderful weather until Saturday, when, owing to the blizzard, the proposed visit to Annapolis was given up and the class returned directly to New York.

The class in book selection has had an interesting problem to work out this year in the selection of a class-room library for the use of the students of the Brooklyn Public Library training class, the plan being to have a class-room collection which should be representative of new movements, activities, and ideas in different fields of knowledge. The students have greatly enjoyed this, and one of them said to me, after the first list had been discussed in class, "I never supposed I could possibly learn so much about books in so short a time."

The April lecturers included Mr. Eastman, who gave his regular course on library buildings during the first two weeks of April, and Miss Plummer, who gave her course on the history of libraries on consecutive Tuesday afternoons in April. Miss Marie Shedlock gave an evening of fairy stories in the children's room on April 9, to which the class was invited.

The Library School was sorry to have missed the visit of the Albany Library School which occurred during our own spring trip. The Syracuse Library School visited the library on Thursday afternoon, April 15.

ALUMNI NOTES

Miss Jessie Welles, 1899, who has been for some years superintendent of circulation in the Carnegie Library of Pittsburgh, has sent in her resignation to take effect May 30. Miss Welles is to take a well-earned vacation during the summer, and hopes to return to library work in the fall.

Miss Lillian Burt, 1902, has been made cataloger at the Pacific Unitarian School for the Ministry at Berkeley, California.

JOSEPHINE ADAMS RATHBONE,
Vice-Director.

SIMMONS COLLEGE—DEPARTMENT OF
LIBRARY SCIENCE

The college reopened after the Easter recess on April 6, and will continue, except for the respite of Lexington day, until the end of the term on Decoration day. Final examinations follow June 1-11, and the Commencement exercises will be held June 16.

Lecturers scheduled for April and May are:

- April 12. Dr. L. L. Campbell, "Some of the best books and periodicals on physics."
- 16. Dr. J. F. Norris, "Some of the best books and periodicals on chemistry."
- 21. Miss Maud Campbell, "The Massachusetts Free Library Commission's work with foreigners."
- 26. Miss Lottie Stearns.
- May 3. Dr. Louis N. Wilson, "Library administration from the point of view of a university librarian."
- 17. Mr. E. H. Anderson (two lectures), "Library administration, considered especially from its human relations"; "The New York Public Library."

The annual visit to the libraries of Providence will be made on one of the remaining Saturdays.

Several of the students are doing paid practice work in cataloging or organizing in private or society libraries of Boston.

A new field of practice work is just being opened up which is of especial interest in view of the increasing importance of the work of the librarian in school libraries, especially secondary schools. The principal of the Girls' Latin School, our neighbor on the Fenway, has granted us the privilege of sending students into the high school library to observe and obtain practical experience in handling the problems of such a library. This school has a most attractive library room with equipment and the library is actively used, under the direction of Miss Pulsifer of the English department, and the opportunity for co-operation which will be mutually advantageous to the two institutions seems very favorable. The Boston Normal School, near by, also has a good library room, with a collection of books, and a number of class room libraries, and it is hoped that this, too, may later be a field for practice, as well as the other educational institutions now building on the Fenway.

GRADUATES

An interesting piece of bibliographical work just completed by a Simmons graduate is the "Classified selected list of references on city planning," by Theodora Kimball, 1908. The National Conference on City Planning is publishing this list, which contains about one thousand titles of material which is "useful

and available, representative, well illustrated or suggestive of particular points of view."
JUNE RICHARDSON DONNELLY.

LIBRARY SCHOOL OF THE NEW YORK
PUBLIC LIBRARY

The spring term opened April 5, with all students present. The visit to other cities during the spring vacation was waived this year, owing to circumstances which made it difficult for many students to take part in the trip. Those who wished to go as individuals were supplied with cards of introduction, and reported profitable visits. Fifteen of the junior class who remained in town assisted in receiving the party from the New York State Library School, who were entertained at luncheon on March 30.

Senior lectures from March 4 to date have been as follows:

School and College Library, and Advanced Reference and Cataloging courses:

Théophile E. Comba, "Technical Italian" (through March).

Elizabeth C. Stevens, "Binding processes, papers, etc."

Administration course:

Charlotte E. Wallace, "Library schedules."

Mary K. Simkhovitch, "Settlement work for adults."

Corinne Bacon, "Book selection" (lectures two to four and test).

Caroline M. Hewins, "A child and her books."

Reports on settlements visited.

Children's Librarians' course:

Corinne Bacon, "Book selection" (lectures two to four and test).

Anna C. Tyler, "Picture bulletins."

Caroline M. Hewins, "A child and her books."

Anna C. Tyler, "Boys' and girls' clubs in libraries."

Visits to local children's libraries.

The juniors during March listened to the following lectures:

Edward F. Stevens, "Copyright," "Net prices," "Book buying" (three lectures).

Théophile E. Comba, "Italian literature" (two lectures).

Annie C. Moore, "Administration of the children's room."

William R. Eastman, "Library buildings" (lectures one to three).

The first local library visits were scheduled to the Society and Mercantile libraries.

Several students availed themselves of the invitation to visit Senator Clark's art gallery, as given through the New York Library Club, on March 11.

Twenty-six librarians and assistants are registered for the "May course for librarians." Seven libraries in New York state, five in Connecticut, and five in New Jersey, will be represented, three libraries sending two or more assistants.

MARY W. PLUMMER, *Principal*.

WESTERN RESERVE LIBRARY SCHOOL

March 17 was a day filled with varied and pleasing interests for the school. Mr. T. M. Black, director of recreation in the department of public welfare of the City of Cleveland, spoke in the course on the public library and community welfare, on "Recreation a community necessity." Miss M. E. Ahern, editor of *Public Libraries*, whose coming had been keenly anticipated, lectured on "The fifth kingdom and its keeper," giving an inspiring presentation of the nobility and dignity of the librarian's calling as the keeper of the king's treasures—the books. The class party in the evening celebrated St. Patrick's day in several novel ways, and the presence of Miss Ahern as the guest of honor added greatly to the pleasure of the occasion.

Miss Anna G. Hubbard, head of the order department of the Cleveland Public Library, gave three lectures to the school during March on "Bookbuying," "Publishers," and on the work of her department. Miss Lutie E. Stearns, whose popularity as a platform lecturer has not lessened her interest in library work and library schools, was a welcome visitor on March 30, when she spoke to the students on "Social relationships in community life," a subject which was intimately related to the course on community welfare. Miss Stearns prefaced this lecture by discussing the "Library spirit" and with her usual wit and wisdom delighted all who had the privilege of hearing her. Following the Easter vacation of one week, the first lecture in the community welfare course was by Mr. Allen T. Burns, secretary of the Cleveland Foundation Survey, on the work of the Foundation and the plans for the educational survey of the City of Cleveland which is being undertaken by the Foundation.

A decision has been announced by the University faculty providing that for the combined course of the Library School and the College for Women, one full year's credit for the year's work in the Library School is allowed and the year in the Library School may be taken either the third or fourth year of the combined course. Elections must be made at the close of the freshman year in the College for Women for this course, when a con-

ference is held with the director of the Library School.

ALICE S. TYLER, *Director*.

CARNEGIE LIBRARY OF PITTSBURGH—TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

The Training School opened April 7 for the spring term after a recess of five days.

During March and the early part of April the Training School had the privilege of hearing the following special lecturers:

Miss Mary E. Ahern, "The fashioning of a librarian."

Miss Caroline M. Hewins, "A child and her books," and "Books of games and sports for children."

Miss Anna A. MacDonald, "Work of the Pennsylvania Library Commission."

Miss Agnes Van Valkenburgh, "Present day cataloging," and "Nursery rhymes."

Miss Josephine Rathbone, "Fiction" and "Reference work."

Miss Lutie E. Stearns, "The meaning and purpose of librarianship," "The place of the library in a social survey," and "The children's librarian and war and peace."

Miss Carrie E. Scott, assistant organizer of the Indiana Library Commission, gave a course of six lectures on "Administration of small libraries," April 8-15. The lectures were supplemented by an exhibit illustrating present day methods of advertising. Four problems were required in connection with the course.

The junior and special students of the Training School entertained Miss Agnes Van Valkenburgh at a luncheon at the Students' House, March 31.

ALUMNAE NOTES

Miss Edith Louise Smith, 1911, resigned her position as children's librarian of the Wylie Avenue branch, Carnegie Library of Pittsburgh, to accept the position of children's librarian at the Red Hook branch of the Brooklyn Public Library.

Miss Phebe Pomeroy, 1912, assistant children's librarian of the central children's room, Carnegie Library of Pittsburgh, has been appointed children's librarian of the Wylie Avenue branch, Carnegie Library of Pittsburgh.

Miss Elizabeth English, 1914, has been appointed children's librarian on the staff of the Brooklyn Public Library.

Miss Edna Whiteman, special student 1903-04, and instructor in story-telling and supervisor of story-telling, Carnegie Library of Pittsburgh, has given, for the third year, a course in story-telling in the University of

Pittsburgh, School of Education during the winter and spring terms.

Miss Margaret Carnegie, 1915, will give the course in story-telling in the School of Education during the summer term.

SARAH C. N. BOGLE.

DREXEL INSTITUTE LIBRARY SCHOOL ASSOCIATION

The annual Atlantic City dinner of the Drexel Institute Library School Association was given at the Hotel Chelsea, Saturday evening, March 6, 1915.

Twenty-four members of the Association were present and they had as their guests Miss Corinne Bacon, Mr. Robert P. Bliss, Miss June R. Donnelly, Mr. John Erskine, Mr. Frederick W. Faxon, Mr. Howard L. Hughes and Dr. Theodore W. Koch.

After the dinner a brief business meeting was held in the Red Room.

MINNESOTA SUMMER LIBRARY SCHOOL

The Minnesota Public Library Commission Sixteenth Summer School for Library Training will be held at the State University, Minneapolis, June 14-July 23. The corps of instructors will include Miss Clara F. Baldwin, director; Miss Martha Wilson, director of course for school librarians; Miss Bertha Barden, Miss Helen J. Stearns, and Miss Ruth A. Haven.

This brief course is intended primarily for librarians of small public libraries and school libraries and assistants in larger libraries, who are not able to attend a regular library school, and its object is to prepare the students for better work in their present positions, and not to provide a substitute for regular library school training.

All of the instruction is given in the form of lectures, supplemented by practice work which is carefully revised. The work will require the entire time of the student from seven to eight hours a day; two or three hours for the lectures, and the remainder for the practice work, which must be done at the school. Application for detailed information, and for admission to the course (which latter must be made by May 15), should be sent to Miss Clara F. Baldwin, Minnesota Public Library Commission, St. Paul, Minn.

COLUMBIA UNIVERSITY SUMMER LIBRARY COURSE

Courses in bibliography, school library administration, and cataloging and classification will be included in the summer school work at Columbia University which opens

July 6 and closes August 13. Instruction will be given by Miss Helen Rex Keller, Miss Mary E. Hall, Miss Ida M. Mendenhall, Mr. Frederick C. Hicks, and Miss Laura R. Gibbs. The course is intended for librarians, assistants, and teacher-supervisors of school libraries, and complete information concerning the course may be obtained from the Secretary of Columbia University, New York City.

PENNSYLVANIA FREE LIBRARY COMMISSION—SUMMER SCHOOL

The Summer School for Library Workers will open its fifth year at State College, June 28, for a six weeks' term in connection with the summer course for teachers. Admission will be limited to those who are already in library work or are under written appointment to library positions. No entrance examination will be required but the work will be such as needs a high school course, or its equivalent, as preparation.

Tuition will be free to all residents of Pennsylvania. Others will be expected to pay a fee of \$20 at registration. For application blanks, write to the Free Library Commission, Harrisburg, Pa.

Reviews

U. S. BUREAU OF EDUCATION. *Bulletin*, 1914, no. 34. Library instruction in universities, colleges and normal schools. Compiled by Henry R. Evans, Editorial division, U. S. Bureau of Education. Washington, 1914. 44 p. 8°.

In May 1913 the Bureau of Education sent a questionnaire to the colleges and normal schools of the United States to obtain data on the teaching of the book arts, bibliography, and library economy, and the results are here published. Of the 446 colleges and 166 schools reporting, 355 colleges and 73 schools gave no instruction in the book arts, and 91 colleges and 93 schools reported courses more or less adequate and complete. The reports are here given in the words of the president, librarian, or other officer of each institution, and are arranged in two groups, college and school, each in alphabetical order of states. An annotated bibliography of thirteen titles ends the work.

It would be unwise to assume that there really are 355 colleges in which no instruction is given in the book arts. Harvard, for example, does not appear in this report at all, yet at Harvard, as in all the larger colleges, there is much bibliographical instruction of an informal and individual kind, by teacher or libra-

rian, or both. There are also many courses in literature and history in which emphasis is laid on the proper use of books as tools. Yale, for instance, has an introductory course in history, which is practically required of all freshmen, with an annual prize of twenty-five dollars for excellence in library work. Graduate instruction, too, at least in the humanities, is largely concerned with the proper direction of the literary research of the student. Under ordinary conditions, however, a subject of study must be organized and placed in the curriculum, or it is apt to be neglected, and the questionnaire must have made many heads of colleges consider the advisability of establishing or recognizing a new branch of study. That the circular had a stimulating effect is evident from the recorded plans for new or enlarged courses. Mr. Evans's interesting and lucid report is a mine of information as to the purpose, scope, and method of existing courses, from introductory freshman lectures to regular electives and required work of the highest grade. It is a safe prophecy that if a new edition of this bulletin appears five years hence, it will show twice the number of courses, and much improvement in their character and conduct. Meantime it is apparently the duty of 355 college librarians and 73 normal school librarians to see that the remissful heads of their institutions read and digest the present bulletin.

ANDREW KEOGH.

BOSTWICK, ARTHUR E., *ed.* The relationship between the library and the public schools; reprints of papers and addresses. White Plains, N. Y.: The H. W. Wilson Co., 1914. 331 p. \$1.35. (Classics of American librarianship.)

The "Library and school" is the first volume of a series, *Classics of American Librarianship*, to be edited by Dr. Bostwick. If there were a "Five-foot Shelf," or even a Two-foot Shelf, of library literature, this volume should be included. The editor has collected the classics on the relationship between the public library and the public schools, written by educators and by some of the pioneers in the library profession who have given most thought and have offered the most valuable contributions to the subject—Mr. Dana, Mr. Dewey, Mr. Gaillard, Miss Prentice, and others. These papers, twenty-four in all, are reprinted in full, and are arranged chronologically from Charles Francis Adams' notable address of 1876 before the teachers of Quincy, Mass., on "The public library and the public schools," to Dr. William Dawson Johnston's address before the University Convocation of

New York State in 1909 on "The library as a reinforcement of the school." Explanatory notes connecting the papers, and brief biographical sketches of the authors are made by Dr. Bostwick.

This volume is of value historically, offering an interesting retrospect of the first phase of library and school development—the period when the big topics for discussion were age limit for children, class-room libraries, special library privileges for teachers, graded reading lists for children, circulation of pictures to schools, library visits to schools, and the story-hour for children. The papers give a good summary of the things that have been said for twenty-five years about the relationship that should exist between the "people's university" and the school, and the things that have been done to bring about such a relationship.

The second phase in the development of library and school co-operation—the era of the modern school library and the school librarian—has not been fully chronicled in Dr. Bostwick's volume. Enough of importance has happened within the last five years to fill another volume on either the normal school or the high school library.

The era of greatest activity in school and library co-operation—the period of organization of school librarians, of their co-operation with great educational bodies, of library publicity in educational literature, and of the publication of notable reports and handbooks—has developed since 1909, when Dr. Bostwick's history ends. In this recent organization of school library work, the establishment of a school library section of the A. L. A. and the work of school library committees are most important. These committees on the normal school library, the high school library, library instruction in schools, the rural school library, school library administration, and training for school librarians, are more or less permanent. Serving as bureaus of information for the whole country, they are doing much to standardize school library work.

In co-operating with educational bodies, school library sections of state teachers' associations have been formed in many states, and school librarians have co-operated with the Vocational Guidance Association, and the Mississippi Valley Historical Association, and for two years a school library section has met with the National Council of Teachers of English. The compiling of notable reading lists and reports, the publishing of library papers in educational magazines, and the preparation of school library exhibits, have

been important in the publicity work of school librarians of recent years.

A second volume in Dr. Bostwick's series could deal with this recent organization of school library work, and with some of the present-day problems of the school librarian, such as the adaptation of the classification to fit school needs, the instruction of students in the use of books, the librarian's part in vocational guidance, the training of teacher-librarians for the smaller or rural schools, and library publicity among educators.

That the school has been slow to accept the library is not to be wondered at. The modern library with its tools of research was not in existence when the present generation went to school. Many of the important reference tools have been published within the last five or ten years, and school people have had no chance anywhere to learn about them. As soon as the librarian introduces the schools to this new institution and *demonstrates* what the library means as a laboratory in school work, saving time for teacher and pupil, and making school work alive and interesting, teachers will be convinced that the library is a good substitute for the old-time text-book regime.

The school librarian and the modern school library have come into existence, and they are successfully bridging the "chasm" between the library and the school about which Charles Francis Adams wrote forty years ago. The school librarian, having not only the library background and point of view, but the school experience and point of view as well, understands the school in its own pedagogical terms, and the library in its own terms, and can sympathetically interpret the one to the other. Consequently most of the chapters in a volume on the school library should be written by school librarians, who have given the breath of life to school and library relationship by demonstrating the possibilities of the library in school work, and who have bridged the chasm between the teacher and the librarian who do not see with the same eyes.

Dr. Bostwick has done a great service in bringing together invaluable papers that have been more or less inaccessible, because they were scattered, but the title-page, bearing the date 1914, does not indicate to the reader that recent activities since 1909 are not recorded. A second volume of the series should bring the subject of library and school relationship up-to-date. Dr. Bostwick's first volume on library and school is so welcome that librarians will look forward to a second volume, recording the present live chapter of history

in which school library work has made such important strides.

IDA M. MENDENHALL.

GIBSON, STRICKLAND. *Some Oxford libraries.* Oxford: University Press, 1914. 119 p.

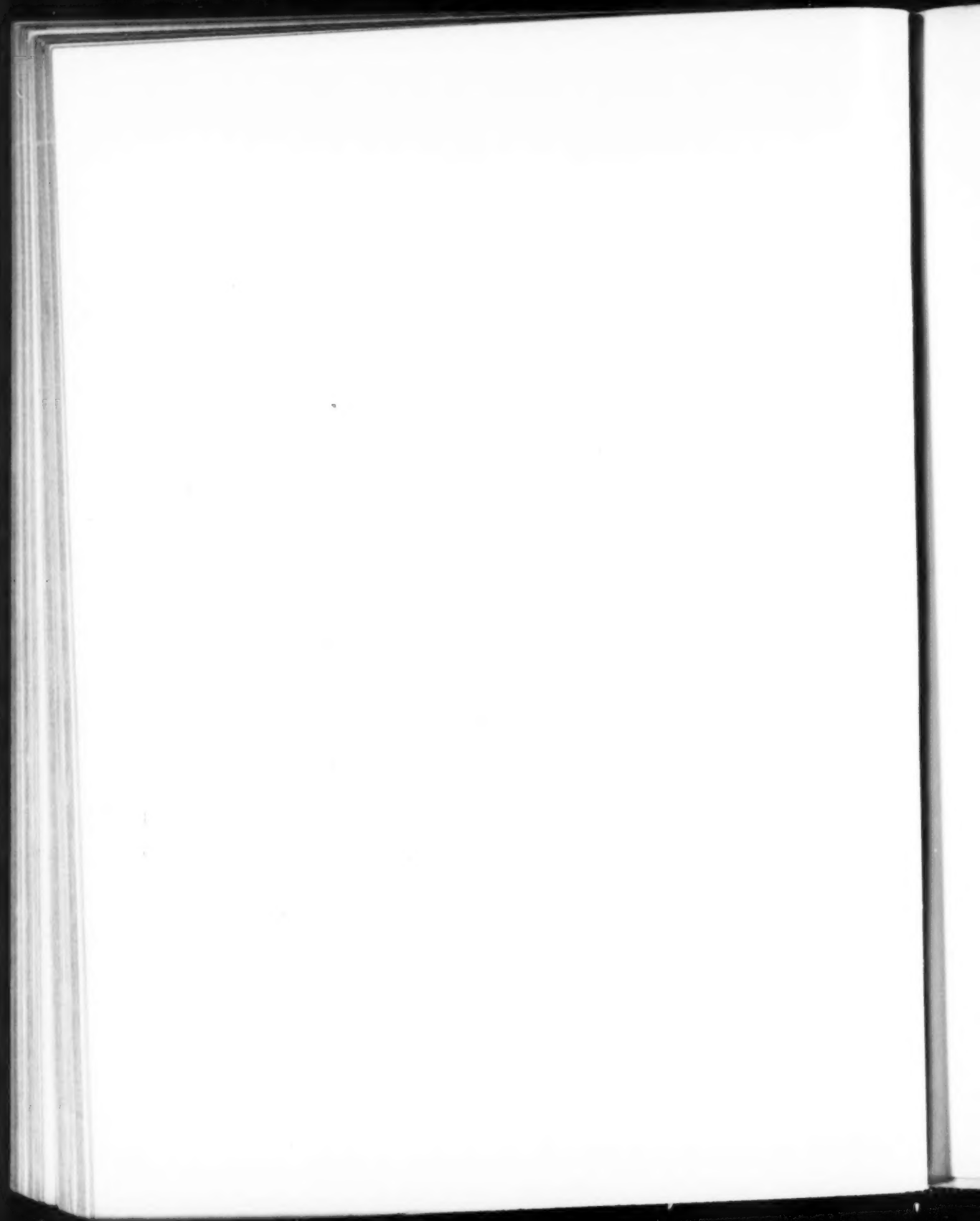
As the title clearly indicates, this attractive little volume does not aim to be all inclusive, but limits itself to a popular account of the "Ancient Library of the University," "Duke Humphrey's Library," "Bodley's Library," "Some notable Bodleian books," "Records, chiefly Bodleian," "Mediæval college libraries," and "Eighteenth century libraries." The book can be heartily commended to American librarians as giving the spirit of Oxford and being a good introduction to its library stores.

In his preface the author very modestly says that this book lays no claim to original research and is mainly intended for those who wish to learn rather more about the older Oxford libraries than may be gathered from works of reference and guide-books. It does not aim to describe all the Oxford libraries, but only those deemed worthy of special mention and those which will best repay a visit. The book has the great merit of readableness and will be sure to interest more people in the subject of the libraries of Oxford than many dry-as-dust tomes compiled from original records.

Six out of the eight chapters treat of the ancient University library or its successor, the Bodleian. There was a time when well-intentioned people considered the Bodleian as a suitable repository for curiosities and freaks. The public failed to distinguish between a library and a museum and among the donations are recorded such things as a crocodile from Jamaica, a sea-elephant, a whale caught in the Severn, and a skull, a mummy, a skeleton, a tanned human skin, the dried body of a negro boy, and a negro baby in a jar of alcohol. Uffenbach, the German student and traveler of the beginning of the eighteenth century, says that the Bodleian was much frequented by visitors, among them boors and women, who stared at the library like a cow at a new gate. The chief objects of interest were two small, worm-eaten leaves from the siege of Oxford, Queen Elizabeth's heelless shoe, the skeleton of a pygmy, a map of China, the dried hand of a siren, the Devil's alphabet, and Joseph's coat of many colors. That the Bodleian was very early appreciated at its real worth by scholars we have ample evidence. When Sir Francis Bacon published in 1605 his "Advancement of learning" he sent a copy to Bodley with a



VIEWS OF THE LIBRARY AT MT. HOLYOKE COLLEGE, SOUTH HADLEY, MASS.



letter saying: "You, having built an ark to save learning from deluge, deserve propriety in any new instrument or engine whereby learning should be improved or advanced." Friends sprang up on all sides. The librarian, in the preface to his catalog of 1605, said that already there seemed to be more need of a library for the books, than of books for the library.

Samuel Daniel prefixed to a newly augmented edition of his own works, printed in 1602, some dedicatory lines in praise of the "Libraries of Oxford, erected by Sir Thomas Bodley, knight." They begin thus:

Heere in this goodly magazine of witte
This storehouse of the choicest furniture
The world doth yeelede, heere in this exquisite
And most rare monument, that dooth imure
The glorious reliques of the best of men;
Thou, part imperfect work, voutsafed art
A little roome, by him whose care hath benee
To gather all whatever might impart
Delight or profite to posteritie.

In the chapters on "Mediaeval college libraries" and "Eighteenth century libraries," Merton College Library, the oldest in England, and the pattern for all the earlier college libraries, is naturally included, as is Corpus because of its connection with the English Renaissance and its beautiful building. St. John's, on account of its association with William Laud, archbishop of Canterbury; the library of Jesus College because of its being preserved in its original state; Queen's College Library, as an ornate and elaborate example along mediaeval lines, and All Souls as a specimen of the Italian style, are singled out for special description. Other libraries, says Mr. Gibson, which appear to promise much have but little to offer. Wadham, for example, beautifully situated in a college grove, loses its attraction as soon as the visitor steps within its walls, and the most interesting fact of its history is that, by direction of its founders, it was located above the kitchen for the sake of extra warmth and dryness.

That Mr. Gibson has a fine feeling for the sentiment and the associations that cling around these repositories of forgotten authors is shown by his description of the Old Library of Jesus College, "one of the most charming of Oxford libraries, and one of the least frequented, built and furnished by Sir Leoline Jenkins about 1676. It is entered by a broad winding oak staircase, and consists of a long, well-lighted room with small windows on either side, and a large window facing the southwest. Two rows of oak bookcases extend the length of the room, each side of a case having four rows of books—the folios ranged below, and the quartos and

octavos above. On the side of each case is a frame, divided into two compartments, designed to contain a list of the books on the shelves. On the right hand, between the bookcases, are low oak benches with panelled backs, narrow counters sloping towards them from the lower row of folios. . . . In the Long Vacation, when the College is tenantless, the silence will be broken only, at every hour, by 'the sound of many bells.' The books are mostly of the seventeenth and eighteenth centuries. There are stately Biblia Polyglotta, learned commentaries of Thomas Aquinas, Tostatus and Alfonso Salmeron, long superseded editions of the classics, ponderous works on antiquities, and dreary rows of Concilia and legal Acta. The walls of the gallery are lined with long rows of miscellaneous books in varying tints of brown, and in all stages of decay. Here are the books of Science, ancient medical treatises, sets of the Acta Eruditorum and the Annual Register, and numerous volumes of pamphlets bearing on long-forgotten controversies. This, then, is the Old Library, the peace of which is rarely disturbed. It is, in fact, a mausoleum of books long since dead; for can any change of scholarship quicken old Tostatus and raise him from the grave; will any theologian, save out of mere curiosity, ever pore again over the sixteen folio volumes of Alfonso Salmeron? It is only by a few antiquaries that the old books are taken from their shelves. The undergraduates never enter, indeed some have never heard of the Old Library. It is elsewhere, in the Undergraduates' Library, that the present generation seeks learning."

The college libraries of Oxford and Cambridge and many of the European university libraries are so bound by traditions that they have little of administrative practice that can help the American college or university librarian solve his problems, but as fore-runners of our own academic libraries their history should be more familiar to American librarians than it is. The relations of the libraries of the various colleges of Oxford and Cambridge are not clearly marked. Most of them grew up without respect to what had been done in the neighboring college libraries and there has been very little co-ordination between these separate collegiate libraries. At Oxford, for example, the great stream of books flows into the Bodleian which is the central research library of the university. The Commission of 1850 very properly suggested that the resources of both the Bodleian and the college libraries might be expended in a manner more conducive to the

general interests of learning, so that they might be made to supplement rather than repeat the Bodleian. Unfortunately very little came of the suggestion and in 1871 the librarians of the various colleges met and it was decided that the colleges, instead of continuing to make sporadic purchases from the whole field of literature should rather husband their limited resources and restrict themselves to a special province. Comparative philology was to be looked after by Oriel; philosophy by Baliol; modern history by Merton, Trinity and Brasenose; classical archaeology by Worcester and theology by Lincoln. Baliol and Worcester succeeded in keeping somewhat to the plan as laid down, but for the most part the scheme was not very fruitful. However, there has been some further specialization, as in the law library at All Souls, the library of foreign literature at the Taylor Institution, and the physical science library at the New Museum. Likewise at Cambridge, each of the twenty-eight colleges possesses a library, largely independent of its sister libraries. Only one is furnished with a card catalog. Most of the books are of interest only to antiquarians and bibliographers. Consequently they are very rarely used by the undergraduates.

In looking over a collection of books on Oxford Colleges, I was much impressed with the richness of this section of library history, and was reminded of a conversation I had with Mr. Gibson while visiting the Bodleian last year. At that time he assured me that no one was more conscious than he of the fact that he had merely touched the surface of things in the present publications. May he be encouraged to give us the fruits of further research!

THEODORE W. KOCH.

Librarians

BENEDICT, Laura E. W., Ph. D., has been appointed librarian of the Botanic Garden of the Brooklyn Museum, and has entered upon her duties. Miss Benedict was one of the staff of the Newberry Library, Chicago, during the years of its organization in the early nineties. Later she organized the Library of the Lewis Institute, Chicago, and while engaged in this work took the course of study at the University of Chicago. At the St. Louis Exposition she became interested in the Bogobo tribe of Filipinos and afterward visited the Philipines, living with this hill tribe as teacher, and studying their language, myths and habits. She collected specimens of their textiles and

metal art and industry, which are now the property of the American Museum of Natural History. Miss Benedict received her doctor's degree at Columbia University in 1914.

BLUE, Thomas F., branch librarian in charge of the Western and Eastern Colored branches of the Louisville Free Public Library, has accepted the invitation of the Virginia Union University, Richmond, Va., to deliver the address on June 2, at the fiftieth anniversary of the founding of Wayland Institute, Washington, D. C., and Richmond Theological Seminary, Richmond Va., for the education of colored youth. His subject will be "Public library work among colored people."

BUDINGTON, Ethel Helena, for more than five years past in charge of the order department of the Library of Columbia University, was married Dec. 2, 1914, to Henry Fernald Natsch of New York City.

BURRAGE, Champlin, librarian of Manchester College, Oxford, England, has been elected as head of the John Carter Brown Library of Brown University. He succeeds George Parker Winship, who goes to Harvard May 1 as librarian of the Harry Elkins Widener collection. Mr. Burrage is an alumnus of Brown, but has lived in England and on the Continent since his graduation in 1896, devoting much time to research work along historical lines. He was born in Portland, Me., April 19, 1874, and prepared for college at the Portland High school. Both his father, Henry S. Burrage, D.D., (1861), and grandfather, James T. Champlin, D.D., LL.D., (1834), president of Colby College (1857-1873), were graduates of the university.

CLATWORTHY, Linda M., former librarian at Dayton, O., will act as librarian at the University of Denver during the summer.

EDMANDS, John, has some interesting reminiscences in *Public Libraries* for April, under the caption "Library classification." He describes the scheme he evolved for use in the Mercantile Library in Philadelphia, and gives some memories of the early days of the Yale College Library and of the A. L. A.

HALL, Anna G., N. Y. State Library School, 1915, has discontinued her course at the Library School to accept the librarianship of the Public Library at Endicott, N. Y.

HERRICK, Grace E., B. L. S. Illinois, 1911, will give the instruction in library science in the 1915 summer school of the Oshkosh (Wis.) State Normal.

HOLMES, Florence I., B.L.S., N. Y. State Library School, 1912, is engaged in cataloging the private library of Ex-Governor John Alden Dix, Albany, N. Y.

HUMPHREY, Miss Guess, for eight years in charge of the traveling library department of the Nebraska Public Library Commission, resigned in October, 1914, to rejoin her family in Mississippi. Her place has been taken by Miss Juliet Vore, formerly of the Lincoln City Library.

McGOWN, Helen C., formerly of the library staff of the Massachusetts Institute of Technology and the Superintendent of Documents Office, Washington, D. C., is now bibliographer at the United States Bureau of Mines.

MILLER, Alice Lillian, formerly of the staff of Columbia University Library, was married Nov. 12, 1914, to Harry Alton Hitchcock of New York City.

NELSON, Charles Alexander, has been occupied the last eighteen months in indexing and digesting the Proceedings of the Merchants' Association of the City of New York, covering all activities from its organization in 1897 to date. The material has been type-written on large cards, and arranged alphabetically by subjects and chronologically under each subject. Mr. Nelson began his library work in connection with the Gorham (Me.) Male Academy Library Association, which was organized in March, 1855, and of which he was a charter member.

PALMER, Ada L., of the Buffalo Public Library, died March 31 at the DeGraff Memorial Hospital in North Tonawanda, after a few day's illness with pneumonia. Miss Palmer had been a member of the catalog department of the Buffalo Public Library for nine years, and was a member of the A. L. A.

SEARLE, Alice, librarian of the John McIntire Public Library at Zanesville, O., died Sunday, Mar. 7, after a lingering illness. Miss Searle was born in Zanesville, Dec. 14, 1843, and found her life work in her native town. For a number of years she was a teacher in the public schools, and also acted as librarian of the Buckingham Library in Putnam. When the old Athenaeum and McIntire Libraries became merged in the "John McIntire Public Library," Miss Searle was appointed librarian, and held the position until her death.

SONNECK, O. G., has just had published by G. Shirmer his book on "Early opera in America," originally intended for serial publication

in the *New Music Review*. The first part, on "Pre-Revolutionary opera," was so printed; and a summary of the second part, "Post-Revolutionary opera," was also published in the same periodical in 1907. The book is well indexed, and as a work of reference will be a valuable source for information hitherto unknown, while the charm of its style will make it attractive to all music lovers.

STEVENSON, Burton E., has just added another volume to his long list of books, in "The little comrade," a novel recounting the adventures of a young American surgeon in the early days of the European War. Another book by Mr. Stevenson, "The charm of Ireland," was brought out last December. It is the record of journeyings along the highways and byways of that "Island of the Saints," and is copiously illustrated from photographs taken by the author.

STRANGE, Joanna G., B. A., State University of Iowa, and B. L. S., New York State Library School, has been appointed an assistant under Miss Hasse in the economics division of the New York Public Library, beginning March 15. Miss Strange was assistant reference librarian at the Carnegie Library of Pittsburgh from 1908-1913, and reference librarian at the Detroit Public Library from 1913-1914.

THOMSON, O. R. Howard, of the James V. Brown Library in Williamsport, Pa., has just had published a little volume of verse called "Resurgam." Some of the poems included were originally published in the *Book News Monthly*, *The Living Church*, and *The Public Ledger*, while the others are here published for the first time.

TORRANCE, Mary, B. L. S. Illinois, 1913, will again this year be the instructor in library science in the summer session of the La Crosse (Wis.) State Normal School.

VASBINDER, Lida C., N. Y. State Library School, 1911, will leave her position as assistant in the legislative reference section of the New York State Library to become reference librarian at Colgate University.

WHITCOMB, Alice J., for five years assistant in the Woburn (Mass.) Public Library, has been appointed cataloger in the library of the U. S. National Museum, Washington, D. C.

WILLIAMS, Olive, for several years a member of the staff of Columbia University Library, was married in August, 1914, to C. Albert Toomes Cabaniss. Mr. and Mrs. Cabaniss expect to make their home in California.

THE LIBRARY WORLD

New England

MAINE

Orono. Univ. of Me. L. Ralph K. Jones, lbn. (Rpt. 1913-14.) Accessions 6229; total 54,194. Circulation from general library 9678; no record kept of use in building. To obtain some idea of the use of reserved books, a record was kept for one month, when 1195 were recorded. The value of the accessions is put at \$11,048.59, and of all the books in the library at \$77,614.56.

MASSACHUSETTS

Beverly. The Misses Louisa and Katherine Loring have given a piece of land on Vine street, in the heart of Beverly Farms, for the library building for which the city recently appropriated \$30,000. The library is to be built of stucco. The Misses Loring who gave the land are said to be the ones who refused Henry Clay Frick's \$3,000,000 offer for a strip of land to give him access to the beach near his Pride's Crossing estate.

Boston. Purchase by the city of the Faneuil Congregational Church building for \$7000 for a branch of the public library has been delayed at the request of the finance commission which is conducting an investigation as to the proposed transaction.

Boston. Mass. Inst. of Tech. L. Robert P. Bigelow, lbn. (Rpt.—1913-14.) Accessions 3820 volumes, 1736 pamphlets and maps; total 102,433 volumes, 30,103 pamphlets and maps. 1173 periodicals and other serial publications were received. The library lent 53 volumes to other libraries. Circulation of books among officers and students amounted to 11,529 volumes. The permanent loan of the Baldwin collection on engineering (2000 volumes) and the gift of the Wyeth library (805 volumes) represented the principal acquisitions of the year. The expenses, exclusive of salaries, amounted to \$7550.92, of which \$5204.34 went for purchase and binding of books and \$2025.04 for subscriptions to periodicals.

Cambridge. Harvard Coll. L. William Coolidge Lane, lbn. (Rpt.—1913-14.) Accessions 22,564 volumes, 24,727 pamphlets, 453 maps in sheets. Total volumes and pamphlets, 1,801,114. Figures of recorded use show 53,467 books lent, 28,736 used in building, and 26,508 reference books issued for over-night use. Income from book funds \$36,265 and from special gifts, sales, etc., \$21,599; total spent for

books \$60,836, of which \$52,764 was for the college library and \$8072 for departmental and special libraries whose orders are placed through the college library.

The catalog department has cataloged 30,103 titles, has replaced 22,043 titles by printed cards from various sources, has copied 8500 titles from the old official catalog, and has added 293,615 cards to the public catalog (79,692 printed and 213,923 written or typewritten). There are 38 special libraries connected with the university, now scattered among a number of buildings. Next year several of them will be housed in the seminar rooms in the new Widener Library. The binding repair shop, which has been running three years, has proved its usefulness repeatedly, doing a great variety of work. During the winter an investigation of the methods used in the order, catalog, and shelf departments was made by two students in the Graduate School of Business Administration, who also carried their investigations into the methods of other eastern libraries, and who presented an interesting and useful report.

East Douglas. Arthur M. Taft, for many years a well-known member of the Worcester County Bar, has left the sum of \$500 to the Fairfield Library here.

Lowell. The Public Library was reopened April 1, after being closed since the fire March 1. A temporary roof has been constructed over the main floor, and the distributing room and basement reading room are now open to the public. There is some agitation at this time for the reconstruction of Memorial building into a place where public meetings may be held. It is pointed out that by the use of the floor space in the rear of the hall, and with the elimination of the rooms on the top floor, galleries may be erected and a hall provided which can accommodate from 800 to 1000 persons. The reconstruction of the upper part of the building will not be begun for some time.

Lynn. Two \$25,000 branch libraries will be built here as the result of an appeal to the Carnegie Corporation for assistance. These library buildings in the eastern and western sections of the city will furnish the people of those communities facilities for the use of the public library hitherto impossible. The city must furnish sites for the buildings and provide for their maintenance, a requirement which will be met without opposition.

Reading. Acting by authority of a recent town meeting, the trustees of the Public Library will apply to the Carnegie Corporation of New York for a gift of not more than \$25,000 for a public library building. In compliance with the terms of the Carnegie library gifts, the town will appropriate 10 per cent, or \$2500, annually for its support and provide the site. The town's public library was burned out a few years ago, and has since been quartered in the former Y. M. C. A. building.

Millbury. That Millbury is to have a \$12,500 library is now assured by the fact that the Carnegie Corporation of New York has passed favorably upon the application made by the town for a gift of \$12,500, providing the town will appropriate \$1250 every year, which it has already pledged itself to do. The lot upon which the library is to be built has been given the town by Miss Delia C. Torrey, aunt of ex-President William H. Taft, and the location is one of the ideal spots in Millbury, being in the center of the town, near the schools, and easily accessible.

Swampscott. At the Swampscott town meeting, March 18, \$25,000 was appropriated to be added to the \$14,000 given by the Carnegie Corporation for a new library.

Tufts College. *College L.* Ethel M. Hayes, acting lbn. (Rpt.—yr. ending Aug. 31, 1914.) Accessions 1601 volumes and 3161 pamphlets; total 71,608 volumes and 60,502 pamphlets. Circulation for home use 8512, 75 per cent of the student body having drawn one or more books.

Williamstown. *Williams Coll. L.* John Adams Lowe, lbn. (Rpt.—1913-14.) Accessions 2280; total 77,145. Attendance in the various reading rooms, Nov., 1913-March, 1914, was 23,524. Income \$10,019; expenses \$9909.06, including \$4280.13 for books, \$711.06 for binding, \$403.09 for student assistants, and \$4067.84 for salaries for regular staff. Interlibrary loans have brought 70 volumes to the library. Organization of routine work has been effected by placing different assistants in definite charge of the various reading rooms. Another assistant has devoted all her time to cataloging the new accessions and to organizing a cataloging department. Lectures to freshmen on the use of the library, followed by practice work, were continued. The collecting of Williamsiana was continued. Material is mounted on heavy bond paper, 12 x 16 inches, and the sheets bound into books. A large number of volumes so prepared have been sent to New York, both as a precautionary measure against fire and

as an assistance in the development of the Williams Club in that city.

RHODE ISLAND

Providence. *Brown Univ. L.* H. L. Koopman, lbn. (Rpt.—yr. ending May 31, 1914.) Accessions 7483, exclusive of certain collections not yet accessioned, and 1692 pamphlets. Number of volumes bound 1491, pamphlets bound 250, books repaired 945. Number of volumes circulated 9283; special reserves in reading room 3906. Volumes cataloged numbered 27,459; cards prepared, typewritten or printed, 62,202. As a result of a gift from one of the alumni, much additional cataloging was made possible, the more conspicuous features being the rewriting of the older catalog on cards of standard size, and the cataloging of the collection of U. S. government documents. Total expenditures were \$6975.61, exclusive of salaries, including \$1683.92 for books, periodicals \$1335.94, continuations \$1346.04, binding \$1726.81, and supplies \$882.90.

CONNECTICUT

New Haven. *Yale Univ. L.* J. C. Schwab, lbn. (Rpt.—1913-14.) Accessions 37,546; total about 1,000,000 volumes. Income \$90,000; expenditures \$89,185.63, including \$31,317.23 for books, periodicals, and newspapers, \$2725.82 for bookbinding, \$40,671.11 for salaries. During the year 72,521 cards were added to the main catalog, representing 19,386 titles. Of these cards, the greater number were printed; 44,607 were bought from the Library of Congress, 2532 from Harvard, 1697 from the John Crerar Library, 1445 from the University of Chicago, and 2625 from the American Library Association. The library has indexed 558 articles in the publications of learned societies, and the cards for these have been printed and made available for scholarly libraries throughout the world. Through interlibrary loans the library borrowed 111 volumes from fifteen libraries and lent 239 to forty-four. Allied with the university library are 34 departmental and special libraries, some of them separately administered.

Middle Atlantic

NEW YORK

Carthage. A bequest of \$15,000 for a free library in this town is one of the provisions in the recently probated will of the late Martha J. Corcoran, of Carthage. The bequest is made with the provision that in case no Free Public Library Association has been already incorpo-

rated, one shall be formed to administer the funds and conduct the institution. The gift is made for the purchase of a site and the erection of a library, and if a library association is already in existence the executors are instructed to turn the money over to the society. The library is given as a memorial to the family, the will stating that Mrs. Corcoran's father, Samuel Branaugh, and her husband, Patrick Corcoran, had made Carthage their home for many years and loved the village.

Ithaca. Cornell Univ. L. George William Harris, lbn. (Rpt.—yr. ending June 30, 1914.) Accessions 15,947 volumes; total 439,517 volumes and 65,000 pamphlets. The library was open 308 days. Total recorded reference and department use 141,245. Of the registered users of the general library, 507 are university officers, 658 are students, and there are two special borrowers; 868 students and 293 officers reported for home use privileges. The library borrowed 225 volumes from other libraries, and lent 204 volumes to 74. During the year, 15,419 volumes, pamphlets, and maps were cataloged, for which 21,663 cards (4683 printed L. C.) were added to the catalog. The report does not include any financial statement for the library.

New York City. N. Y. Univ. L. Belle Corwin, lbn. (Rpt.—yr. ending June 30, 1914.) Accessions 1846; total 74,587. Circulation 6705; 673 among professors and 6032 among students. Paid for books \$630.65; for binding \$309.99; for periodicals \$702.63. In the Law School Library, for the month ending July 1, 547 volumes were added, making a total of 24,752. During the academic year 15,015 volumes were taken from the loan desk.

Rochester. Theol. Sem. L. Glenn B. Ewell, lbn. (Rpt.—1913-14.) Accessions 1215 bound volumes and 780 unbound; total about 41,000 volumes. During the year 1032 volumes were fully cataloged and 594 partly done. Circulation 9540 volumes. Evening service was extended, and the better lighting of the rooms brought the attendance figures up from 391, in 1912-13, to 1484 for 1913-14. The library was enlarged by the opening of the rooms formerly used for the Biblical and missionary museum. The library has inaugurated a service for country pastors, sending out books on request to 36 out-of-town pastors. The library pays all transportation charges.

Woodmere. A resolution has been passed by the board of education to make the library of the Woodmere Union Free School a circulating library, for the benefit of the people of

the school district. The plan will go into effect Sept. 1. Meanwhile, Mrs. Reginald Robertson has been appointed to catalog the books. There are about 1200 volumes in the school library. The library will be opened in the school house, under the supervision of the principal and a committee of the school board. A librarian will be appointed.

NEW JERSEY

Bogota. The Bogota Public Library was officially opened, April 10, with an informal reception. The circulation of books began April 12, with about 1550 books on the shelves.

Edgewater. The offer of the Carnegie Corporation of the sum of \$15,000 to erect a new library building has been accepted. The donation is given, providing the borough furnishes a site for the new building, and that the sum of \$2500 per year is given by the town for the perpetual maintenance. A site for the proposed new building is now being sought, and \$5000 has been appropriated for its purchase. As the borough now donates \$3000 for the upkeep of the library, the board figures it will save the price of the ground in the difference between what the library now costs the town and what it will pay when the building has been constructed.

Passaic. A handsome bronze memorial tablet, 36 x 27 inches, has been erected in the main library building in memory of the late William C. Kimball. The inscription on the tablet reads: "To the memory of William C. Kimball, trustee of this library 1894-1914, president 1900-1914; member of State Library Commission 1900-1914. Erected by his friends and associates."

Princeton. Princeton Univ. L. E. C. Richardson, lbn. (Rpt.—yr. ending July 31, 1914.) Accessions 25,408; total 379,496. Circulation 61,260; 75 books were borrowed from other libraries and 47 lent to other libraries. The expenditures were \$54,029.64, as against \$52,763.67 last year. Of this, \$20,440.38 was for books, \$21,589.50 for salaries and wages, exclusive of janitors, \$8591.97 for building including janitors, and \$3407.79 for miscellaneous expenses. This represents a reduction of \$571.60 on salaries, \$1080.76 on building, and \$278.71 on sundries, with an increase of \$3197.04 for the purchase of books. Cataloging included 20,028 accession entries, 53,349 card entries, 13,511 classification entries, and 520,404 card filings. For 48.9 per cent of the titles cataloged, the Library of Congress cards were used. The binding department bound 3320 vol-

umes and 3044 pamphlets, besides repair work, at a total cost of \$3209.02. Student help reduced the expenses of this department about \$200.

Trenton. The John Lambert Cadwalader extension to the Public Library was dedicated April 6. The exercises were held in the large reference room, which occupies the entire second floor of the new building. The library was opened to the public after having been completely renovated and redecorated so as to conform in appearance with the extension. In its present condition the library represents the results of nearly a year of constant work toward its improvement and the expenditure of more than \$45,000, the gift of the late Mr. Cadwalader. Francis Smyth, representing the Cadwalader estate, made the presentation to the library board, and John A. Campbell, as president of the board of trustees, accepted the gift. The principal address was made by Henry W. Taft, one of Mr. Cadwalader's law partners, and was a most appreciative record of Mr. Cadwalader's life and public services.

PENNSYLVANIA

Bryn Mawr. *Bryn Mawr Coll. L.* Lois A. Reed, lbn. (Rpt.—yr. ending Sept. 30, 1914.) Accessions (net) 2542; total volumes in library 74,293, maps 2132, pamphlets 3290. Circulation 24,648. During the year 105 volumes were borrowed from ten different libraries, and six libraries borrowed one volume each. In the cataloging department, 2477 titles were cataloged, 1694 continuations were added on cards; 10,149 cards were added to the main catalog and 1983 to departmental catalogs. The library appropriation was \$5000 for the purchase of books and periodicals, binding and general library supplies.

Edgewood. Ground was broken April 8 for the \$60,000 Edgewood Community Club and the C. C. Mellor Memorial Library. It is said to be the first club run by and for a municipality or borough. A feature of the new club is that every boy and girl in the borough, between the ages of 12 and 17, inclusive, are junior members, without dues or assessments. The buildings will be in ells. The auditorium, or club proper, will front 135 feet in West Swissvale avenue, while the library and junior department will have a frontage of 151 feet in Penwood avenue. The width of each section is 50 feet. In the wedge formed by the two buildings will be tennis and outdoor squash courts. The club building will be one story high and will contain an auditorium with a stage, roomy kitchen and dining room, where

300 persons can be served and rooms for meetings of civic organizations free of all cost. The library, reading and reference rooms, for which the Carnegie Corporation made a grant of \$12,500, will be on the second floor of the other wing. On the Swissvale avenue side porches and a pergola 318 feet long will provide plenty of outdoor sheltered seats and part of the pergola will overlook the tennis courts. Both buildings will follow the old mission style of architecture. The entrance to the library will be enhanced with old bells, as are seen on one or two early structures in Southern California. The contract calls for dedication on Oct. 15.

Lancaster. *Franklin and Marshall Coll. L.* C. N. Heller, lbn. (Rpt.—yr. ending June 1, 1914.) Accessions 1696; total approximately 29,500. Circulation outside the building 3074. Except on holidays, the library is open from 2 to 5 and 7 to 10 p. m., and is largely dependent on student assistants. Sixteen were employed, the library having no difficulty in securing men willing to serve at the desk one afternoon or evening per week for \$5 per year.

Midland. The \$2000 Carnegie library credited in the April JOURNAL to Midland, Ohio, should have been entered under Midland, Pennsylvania.

Philadelphia. Notice came too late for insertion in the table of special libraries printed last month, that the Municipal Reference Library has been moved from City Hall to 1233 Locust street. This library was founded in 1912, and contains 1684 books and 2894 pamphlets.

Warren. The contract for the construction of the public library building, which was donated to the city of Warren by J. P. Jefferson and E. D. Wetmore, has been awarded to the George A. Fuller Company, of New York City. The plans call for a two-story building and were prepared by Warren & Wetmore, architects, of New York. The material that will be used in the building will be marble and stone. The cost of the building, it is reported, will be \$150,000.

DISTRICT OF COLUMBIA

Washington. A collection of about 60 titles in Esperanto has recently been presented to the Public Library by the Washington Esperanto Unuiĝo. The collection includes Esperanto translations of many works of famous writers of different nationalities, Ibsen, Molière, Ruskin, Tolstoi, and Charles Dickens be-

ing represented. The library has also a good collection of Esperanto grammars, dictionaries, and text books.

The South

VIRGINIA

Norfolk. Plans for the branch of the Norfolk Public Library, to be located on Fifteenth street, facing Mary High School, have been completed, and bids will be asked for at once. The building is being erected by the board of directors of the Norfolk Public Library with a \$20,000 donation from Andrew Carnegie, and the lot on which it is to be built was purchased with a bequest from the late H. D. Van Wyck. The building will have a central delivery hall, from which will open the two main reading rooms, one of which will be reserved for the use of children. At the rear will be a wing containing the administration offices, cataloging room and the stack. This wing will be fireproof throughout, the front portion of the building being fireproof, with the exception of the roof. The stack will have a capacity of 10,000 volumes, capable of extension without changing the building to 20,000 volumes. Open shelves will also be provided around the walls of the reading room. In the basement, provision will be made for storage, packing and handling of books, and for the heating plant.

NORTH CAROLINA

Charlotte. The new annex to the Carnegie Public Library was formally opened April 9. Interesting exercises in the assembly hall of the library, this hall being one of the useful and attractive additions, signalized the conclusion of the work that has been in progress steadily since October. The stack room has been enlarged, a new children's room opened, and the old children's room transformed into a reference room. The enlargement was made possible by a \$15,000 donation from Mr. Carnegie.

Greensboro. All Guilford county people now have the same library facilities, for the Carnegie Library here, with more than 10,000 volumes, was opened to all the people of the county on April 8. This is part of a big local plan for library extension work, which was begun recently in the county board of education, and rapidly found favor. The county commissioners have set aside \$1250 yearly for the work. Sub-stations will be opened in six of the more thickly populated sections of the county.

SOUTH CAROLINA

Cheraw. The efforts of the Cheraw Civic League for a public library are beginning to bear fruit. Considerable money for books has already been pledged, and the rooms of the league will be used to house the library for the first year or two.

GEORGIA

Atlanta. The city has purchased for \$3300 the lot at the northeast corner of Georgia avenue and Capital avenue for a new branch of the Carnegie Library. Work will be begun on the \$15,000 building as soon as plans can be obtained and a building contract made. Mr. Carnegie promised the amount for the building on condition that the city would provide the location.

FLORIDA

Bartow. The new Carnegie building was opened to the public March 23. An informal reception was held, at which several members of the old library association assisted Miss Coston, the librarian, in receiving. A screened veranda, with rustic furnishings, is an unusual architectural feature, and large open fireplaces make the interior attractive. The building occupies a corner lot in the heart of the city, less than two blocks from the site of the new post office.

Fellsmere. The books belonging to the Public Library have been moved, under the direction of Mrs. Will A. Ritchie, the librarian, to the new building recently completed on Cypress street. The new building is a gift to the town from Mrs. P. A. Van Agnew, of Jacksonville, and will afford commodious and comfortable quarters for many years to come.

KENTUCKY

An offer by the Shawnee Welfare Club to donate a house and lot at Thirty-ninth street and Broadway for a branch library was declined on account of lack of funds by the board of trustees of the Louisville Free Public Library at the March meeting. The building committee reported it would cost \$1000 to put the building in condition and an additional \$2000 would be needed to buy books. A full-page article in a Louisville *Herald* of recent date described the plans made to beautify the library grounds, plans which the city has never felt it could afford to carry out owing to the expense involved.

TENNESSEE

Nashville. The Vanderbilt University Library, of which Miss Dora L. Sanders is li-

brarian, now contains about 58,000 volumes. The main library, in College Hall, contains about 30,000 volumes, and there are special collections on geology, chemistry, theology, law, and medicine in the buildings housing those departments.

Springfield. A movement to establish a library here has been started by a number of citizens. Several meetings have been held and sufficient interest aroused to insure an organization. At a meeting the name Springfield Literary Circle was decided upon. Dr. J. S. Freeman was elected president, and Luther Davis secretary.

Central West

MICHIGAN

Ann Arbor. The bill to appropriate \$350,000 to enlarge the library building at the University of Michigan has been unanimously reported out by the ways and means committee of the House, with the recommendation that favorable action be taken. This is regarded as practically equivalent to its passage.

ILLINOIS

Chicago. The Public Library of Chicago has a bill before the state legislature giving it an increase of \$200,000 a year in revenues. If the bill is not passed present activities of the library will be seriously curtailed.

Chicago. The Newberry Library has set a good example to other libraries in issuing a staff directory, a statement of the qualifications required of candidates for appointment or promotion, and a list of suggested reading and study for those members of the classified service who are ambitious for promotion. The staff directory gives the professional training of each member, and the date of his admission to the staff.

Chicago. Northwestern Univ. L. Eleanor W. Falley, libn. (Rpt.—yr. ending June 30, 1914.) Accessions 4924 volumes, 4193 pamphlets; total 98,330 volumes and about 64,000 pamphlets. Circulation 77,977, drawn by 1378 individuals and 11 libraries. The catalog department cataloged 2510 new titles and recataloged 452, writing a total of 19,351 cards. Of the books in the library, 77,839 volumes (36,496 titles) have been shelf-listed, and 80,002 volumes (41,252 titles) have been completely cataloged. The library spent \$6883.20 for salaries, \$7975.25 for books, and \$880.60 for binding. Dr. Lichtenstein, the librarian, was on leave of absence for fourteen months, which time he

spent in South America buying books for the Harvard, John Crerar, and Northwestern libraries.

Marion. The city council has adopted a resolution accepting the gift of \$18,000 from Andrew Carnegie for the erection of a public library. A lot adjoining the Elks' Home on South Market street has been purchased and an annual special library tax levy of \$1800 will be made to provide upkeep. The plans have been accepted by the Carnegie Corporation, except for some slight alterations in the basement, and at an early date bids will be accepted.

INDIANA

Bloomington. Bloomington's new Carnegie Library, for which a grant of \$27,500 was made, will be erected at Washington and Sixth streets on the lot formerly occupied by the colored schools. The library will be of stone, and will be erected at once.

Lawrenceburg. The contract for the new \$11,000 Carnegie Library has been awarded. The specifications call for a completed building by August 12, 1915. It has been decided to erect the library on ground donated by Colonel Victor Oberting, a local brewer.

The North West

WISCONSIN

Milwaukee. All persons in Milwaukee county will be privileged to draw books from the public library if a resolution, drawn by Supervisor Eugene Warnimont, is approved by the county board. At present only persons living within the city limits of Milwaukee are entitled to library cards. The resolution extends the use of the library to any resident in the county, provided the county is willing to defray the additional expense incurred. The plan under consideration is to establish branch libraries in every public school, each branch to be supplied with books from the public library in Milwaukee. The cost of transporting the books back and forth, and in keeping the accounts of persons using cards, must be borne by the county.

MINNESOTA

Chatfield. The Carnegie Library was formally opened Feb. 15. The building is built of brick, and the interior is one long room, with shelving all around the walls. A club room and a rest room are in the basement.

Thief River Falls. The dedication of the new Carnegie Public Library will take place the first week in May, probably on May 4 or 5. The principal speaker will be Governor W. S. Hammond.

NEBRASKA

There are now only three towns of over 2000 inhabitants in Nebraska without provision for public libraries, says the seventh biennial report of the State Library Commission, which covers the biennium ending Nov. 30, 1914. There are only 17 towns with a population of over 1000 which have no libraries, and the average levy for library purposes is now 2 mills, as compared with 1.7 mills two years ago. There are, however, hundreds of villages which are too small to maintain libraries, and whose inhabitants do not enjoy the privileges of the town institution. Only 22 per cent of the people of the state are taxed for library support. The commission held its first district meeting, for librarians unable to attend the annual meetings of the State Library Association, at Norfolk in April, 1914. Eight libraries were represented, and the meeting was so successful that several similar ones are planned for the present year. During the two years 40,592 volumes were sent out in response to 1962 requests, an increase of 34 per cent in volumes and 50 per cent in requests over the preceding biennium. Volumes added to the collection numbered 3821, making a total of 13,585 in the library. Expenses were \$15,820.87—\$2551.43 for books, \$512.72 for travel, \$625.32 for binding, \$6709.48 for salaries and wages, and \$1823.80 for office expenses. A year ago, in an effort to direct high school students to a more suitable choice of subjects for graduating essays, a list of suggestive titles was sent out to all the high schools of the state, and met with a ready response. The commission has an exhibit at the State Fair each year which always brings prompt and direct results in inquiries for information. Since April 1, 1911, the commission has had supervision of the libraries in the 13 state institutions. With an average population of 4202 in these institutions, 11,816 volumes were circulated. Magazines and newspapers for them cost \$776.78, and books \$2291.54.

University Place. At the election, April 6, when the question of authorizing the purchase of a library site was submitted to the people, the vote was overwhelmingly in its favor. Several sites have been suggested, but the one opposite the city hall seems most probable.

The South West

MISSOURI

Columbia. Univ. of Mo. L. Henry O. Severance, lbn. (Rpt.—1914.) Accessions (net) 8916. The library receives currently 1799 different periodicals. In the catalog department, 10,019 titles were cataloged. The number of cards and typewritten slips was 54,824, of which 25,674 were printed and 29,150 typewritten. The library, in co-operation with the university, has entered the extension field, and sent books to 200 out-of-town borrowers in 102 towns in Missouri and 18 outside the state. In addition, a few package libraries were sent out for use in preparing debates, and were in constant circulation. Circulation for home use in the university amounted to 37,275 volumes. The staff numbers thirteen, and the annual pay roll is \$11,645. Books bought during the year cost \$13,684.49, and other expenses brought the amount paid out up to \$15,521.68.

Excelsior Springs. A site has been selected by the Carnegie Library committee here for the Carnegie Library which is to be erected. The Carnegie Corporation has given \$10,000 for the building. The city now has a library of about two thousand volumes, housed in a two-story brick building.

Kansas City. The board of education has given its final approval to plans for the enlarging of the present public library.

KANSAS

Wichita. The new Carnegie Library building was opened for inspection April 3. Miss Kathryn A. Cossitt, the librarian, and members of the advisory board welcomed the visitors and conducted them through the building.

TEXAS

Austin. Statistics concerning libraries in the public schools of Texas have been compiled at the department of education. State Superintendent W. F. Doughty says the reports show there is approximately one book for every three pupils of scholastic age. The following figures are submitted with reference to the public school libraries in Texas: Total number of volumes in libraries, rural schools, 104,460; average number library books per pupil, approximately, one library book to every six pupils; total number of volumes in libraries, independent districts, 237,952; average number of library books per

pupil in independent districts, approximately, two library books to every three pupils; total number library books in all schools, 342,412; average number library books per pupil in all schools, approximately, one library book to every three pupils; total value of libraries in rural schools, \$145,754; average amount invested in library books per pupil in rural schools, 23 cents; total amount invested in library books for independent districts, \$188,901; average amount invested in library books per pupil in independent districts, 52 cents; total amount invested in library books for all schools, \$334,654; average amount invested in library books per pupil for all schools, 33.7 cents.

Beaumont. A petition has been presented to the city council asking that the city appropriate about \$5000 a year for the maintenance of a public library. The city was also asked to donate a site and application will be filed with the Carnegie Corporation for a \$50,000 building.

Nacogdoches. About four years ago the Daughters of the Republic of Texas and of the Confederacy, after the old stone fort had been reproduced on the college campus, started a campaign for a library. About two months ago the ladies engaged rooms in the old court house, opened a public library and engaged Miss Constance Burrows as librarian.

Vernon. A committee of the Young Men's Business League has succeeded in raising funds to purchase a site for the location of a Carnegie Library in this city. Vernon has met the requirements in the matter of a site and maintenance guarantee and formal application for a \$20,000 building has been filed with the Carnegie Corporation.

Victoria. The Victoria Library Association is considering the matter of establishing a modern public library in Victoria. The association has decided to invite a librarian to deliver an address on public libraries in order to stimulate interest among the citizens. The chamber of commerce is co-operating with the members of the association in the effort to secure the public library.

Waxahachie. N. P. Sims L. Irene Dabney Gallaway, lbn. (9th annual rpt.—yr. ending Dec. 31, 1914.) Accessions 335; total 6323. Circulation 10,476. New registrations 196; total 1372. The formation of a county school collection was begun and traveling libraries sent to three schools. It is planned to extend this work throughout the county.

ARIZONA

Tucson. Univ. of Ariz. L. Estelle Luttrell, lbn. (Rpt.—1913-14.) Accessions 2029. Circulation 2700. Titles cataloged 1100. This year for the first time reference work for the teachers and students throughout the state has been undertaken to some degree both by correspondence and by means of loans of books from the library. Prescott, Phoenix, Globe, Bisbee and Yuma have been the high schools which have made application for these library loans. The library has also given suggestions in two cases for the cataloging and arrangement of the high school libraries—at Prescott and Phoenix—upon application of the teacher in charge.

Pacific Coast

OREGON

Klamath Falls. A dispatch to the *Sacramento Union* says that in the face of a contract between Klamath County and the Carnegie Corporation, by the terms of which the Carnegie Corporation was to furnish \$25,000 for a county library and the county on its part was to keep open and maintain that library as a public institution, the county court issued an order, Mar. 8, closing the new Carnegie library building and removing Mrs. J. C. Brockenbrough, librarian. The order stated that the condition of the grounds about the new library building was such that it was inaccessible to a large number of people and that the supply of books was so limited that it was an unnecessary expense to keep the building open. There was said to be considerable local apprehension that the Carnegie Corporation will bring suit against Klamath County for the money given for the library under the contract requiring the building to be kept open. It was pointed out that the Carnegie Corporation has successfully prosecuted such suits before and that even should the library be reopened by the court, it is likely that the county will have to refund \$25,000 to the Carnegie Corporation, because the contract has been violated. As to the supply of books, it was stated that there were several thousand volumes already in the library and that more were on the way.

CALIFORNIA

Berkeley. Univ. of Cal. L. J. C. Rowell, lbn. (Rpt.—yr. ending June 30, 1914.) Accessions 22,325 volumes, total 282,072. In addition 6555 serials, 1772 pamphlets, and 4751 dissertations and theses were received. About fifty California authors have given au-

tographed copies of their published works for the special California collection. The library made 119 inter-library loans (317 volumes), and borrowed 56 times (100 volumes). Reclassification and recataloging is going on more slowly than was hoped. At the first of June it was estimated that approximately 11,300 volumes had been reclassified and 52,500 cards were in the new catalog. Of the depository files, the Library of Congress catalog is practically complete; Harvard University Library has sent approximately 16,480 cards; John Crerar Library, 101,040; University of Chicago, 2330; and the Royal Library of Berlin, 86,580. Complete figures on the use of the library are not kept, but from October to June, 11,600 inquiries requiring research were recorded at the reference desk. Circulation statistics have been kept since January, 1913. During that year the total was 177,009, including day, home, and overnight use. From January to June, 1914, the total was 98,021, and increase of 23,174 over the corresponding period in 1913. The early establishment of a library school, offering a course through the college year with university credit, is again recommended. The report contains no financial statement for the library.

Eagle Rock. Eagle Rock's new Carnegie Library has been formally opened to the public. The people of the community have shown their interest by donating several hundred new books. The site for the library was provided by the city and Mr. Carnegie furnished \$7500 for the building. The structure is pure mission in style, and is of semi-fireproof construction. The shelves will accommodate 8000 books.

Los Angeles. The public library was discussed before the City Planning Association at one of its regular weekly luncheons. Meyer Lissner spoke of the proposed site for a new library building, in connection with the civic center plan. The plan contemplates a building in half of the square bounded by Olive and Grand, Fifth and Sixth Streets, between Central Park and the old Normal School. Joseph L. Wheeler, assistant librarian, spoke of the need of more money to develop the work of the library.

IDAHO

The Idaho State Library Commission closed its eleventh year of actual work in 1914. In its seventh biennial report, covering the years 1913 and 1914, it records the addition of 124 new stations to its list of traveling libraries,

with 24 applications on file which the lack of books and cases made it impossible to fill. During the last year a "single loan" system was established, by which any citizen of the state can borrow a single book from the commission for a two-week period, by paying the postage both ways. Special collections have also been prepared on request. A large box of books too old and worn for further service in the traveling libraries, together with a large number of magazines, was sent to Stanley Basin, where books are hardly ever seen. The report contains the text of the constitution of the commission.

Preston. Excavation has already started for the new Carnegie Library building, which when completed will cost \$10,000. It will be two stories high, the lower floor containing a lecture room, a room for the library staff, a storeroom, coal room, boiler room and lavatories. The second floor will be the library proper, and will be one long room, 60 by 30 feet. Shelves for the accommodation of 11,000 books will line the walls. The lower part of the building will be made of fire brick while the upper story will be constructed of dark red brick with white cement trimmings. It will be heated with steam and the lighting system will be semi-direct. Monson & Price of Salt Lake are the architects.

Canada

QUEBEC

Montreal, McGill Univ. L. C. H. Gould, libn. (Rpt.—yr. ending Aug. 31, 1914.) Accessions (net) 5388; total 146,300, besides pamphlets, maps, charts, plans and photographs. There were 31,508 readers and 745 visitors in the library, and 16,265 volumes were taken out for home use. The cataloging department cataloged 5768 volumes (5635 new), and classified 464 pamphlets. 1217 volumes have been bound and 1357 repaired or rebound. The traveling libraries now contain 5942 volumes, and they have been sent to 61 different places, going to every province in Canada. Circulation figures show that 10 pictures, 56 sets of stereographs, 106 Bickman lectures, and about 9200 volumes were sent out.

Foreign

GREAT BRITAIN

An announcement in the *Times* says that no grants will be made to Irish libraries, museums, and art galleries during the war. In consequence, the National Library of Ireland will suffer this year to the extent of £1300.

LIBRARY WORK

Notes of developments in all branches of library activity, particularly as shown in current library literature

General

Education, Training, Library Schools

TRAINING OF LIBRARIANS

Relation of the library school to the school and college library. Corinne Bacon. *Pub. Libs.*, N., 1914. p. 396-398.

This is the age of the trained worker, and people no longer think that every one who loves books will make a good librarian. The college library in the past has usually been more fortunate than the school library in the training of its workers, but the school library is now coming into its own. Training is the short cut to knowledge, and training in librarianship is necessary in every library.

The school librarian must love books, and she must be trained, for she must inspire a love for books in the students and must train them in their use. If possible, the school librarian should have a college education, and it is even more necessary in a college librarian. The college graduate is more likely to know how to use her mind and to be broader minded. It follows that if both school and college libraries need trained librarians, college graduates must become students in library schools, but the cost of this extra year or two of training is a serious financial problem to many. Are the salaries offered commensurate with the requirements? Men's salaries, it is said, compare rather favorably with those of teachers, but in many cases librarians are underpaid, and the rights of the trained worker to a living wage should be emphasized when the need of special training is being proclaimed.

History of Library Economy

LIBRARY BIOGRAPHY

Biographical sketches of librarians and bibliographers: IV. Hannah Packard James, 1835-1903. Myra Poland. *Bull. Bibl.*, O., 1914. p. 91-92.

Hannah Packard James was born in South Scituate, Mass., Sept. 5, 1835. During the Civil War she was an active worker on the Sanitary Commission, and when the Newton (Mass.) Public Library was opened in 1870 she entered its service. She was made librarian soon after, and remained for seventeen years. In 1887 she was called to Wilkes-Barré, Pa., to organize the Osterhout Free Library, where she stayed

until her death. At different times Miss James served on committees of the A. L. A., was vice-president in 1896-97, and for many years was a member of the Council. She made two visits to England, the second to attend the International Conference of Librarians in London in 1897, and gave numerous lectures, full of inspiration for her hearers, before the library schools.

Biographical sketches of librarians and bibliographers: V. Reuben Aldridge Guild, 1822-1899. Harry Lyman Koopman. *Bull. Bibl.*, Ja., 1915. p. 119-120.

Dr. Guild was born in West Dedham, Mass., May 4, 1822. He was graduated from Brown in 1847 and in the fall became assistant to Professor Jewett, then librarian. The following year Professor Jewett was called to the Library of the Smithsonian Institute, and his assistant became librarian. The library then contained 20,000 volumes, which had increased to 48,000 when the library was moved into the John Carter Brown library in 1878. This building was constructed and arranged after Dr. Guild's own ideals, and planned to allow the students free access to the shelves, a movement in which he was a pioneer. When Dr. Guild was made librarian emeritus, in 1893, the library had grown to 80,000 volumes.

His services to the library profession were many. He was present at the first convention of librarians in New York in 1853, and his "Librarian's manual" was the only practical outcome of the meeting. He was one of the founders of the A. L. A. in 1876, and was a secretary of the first conference. He wrote, and edited, many books on Rhode Island history, and held important offices in the city government and in many religious, educational, and philanthropic organizations.

Scope, Usefulness, Founding

General

CONDITIONS IN BRITISH LIBRARIES

Some British libraries: is there need of administrative reform? R. A. Peddie. *Lib. World*, D., 1914. p. 162-165.

The writer finds three classes of libraries in need of reform—those which are derelict or in a moribund condition, those which are hidebound by tradition, and those which are only partially active. The first class includes all

libraries having great accumulations of books that for varying reasons are not available for use. In the second class the library staff is often highly educated, but lacking in knowledge of practical librarianship, and the work is carried on under antiquated methods. The third class suffers from the tradition that anyone can become a full-fledged librarian without training, as many government libraries bear witness. Too many libraries are officered by men who learn their profession after appointment. Such a man generally holds aloof from the Library Association and the benefit he might derive therefrom, and his staff follow his example. This disregard of the professional organization by the head librarian often results in the making of appointments to the staff without regard for professional requirements.

Progression from the small library to the larger one is comparatively rare, either for assistants or chiefs, since methods differ so widely in the two. The Library Association might do much to correct this condition, and the public should be educated to realize the superiority of a trained staff over an untrained one.

Library in Relation to Schools

INSTRUCTION IN USE OF LIBRARY

A library game that has been tried at the Adriance Memorial Library, Poughkeepsie, N. Y., is described by Isabel du Bois in *Public Libraries* for March.

"Have you tried the catalog game this week?" was the sign posted on the bulletin board over the catalog in the children's room. The game itself was very simple, the object being to teach the children how to use the catalog. The game lasted 10 weeks, and each week a new set of three questions was placed above the catalog, intended to bring to attention the three kinds of cards in the catalog, author, title, and subject. Each child who asked to try the game was given an explanation of the kinds of cards in the catalog and how they were arranged. A set of sample cards helped in the explanation. The children were given paper and pencil to answer the questions of the week; the papers were signed with the name, school and grade of each child.

At the end of each week the papers handed in were corrected and the names of the children who had answered all questions correctly or made only one mistake were placed on the honor roll for that week. There was great competition between the different schools to see which could have the greatest

number of names on the honor roll. One child could try the game as many times as he wished. The questions were made to include especially subjects in connection with school work and books of value but little known. In addition to finding the answers to questions in the catalog they were also asked to locate books on the shelves after finding the call number in the catalog. One test of the success of the game has been the number of children who have asked how soon there will be another catalog game.

A set of sample questions is given:

1. Who is the author of "Master Skylark?"
2. Give the name of another book by the same author.
3. Write the author, title, and call number of two books about wireless telegraphy.

The game was first played at New Rochelle, N. Y.

Library Extension Work

MOTION PICTURES IN THE LIBRARY

One of the most modern motion picture machines of the day has been installed in the auditorium of the South Side Library, in Milwaukee. The machine is a modern simplex and is inclosed in a fireproof operating room. After it is installed it will be used on Saturday nights, and perhaps oftener. The films will be shown to interest people in library books.

The auditorium seats 550 persons and no charges will be made for any performance. The library will co-operate with the extension division of the University of Wisconsin and has arranged to get films showing industrial pictures also.

Founding, Developing and Maintaining Interest

MOTHERS, WORK WITH

How to interest mothers in children's reading. May G. Quigley. *Pub. Libs.*, Ap., 1915. p. 165-166.

By talks at mothers' meetings in schools, clubs, and churches Miss Quigley gets into personal touch with the mothers. Birthdays and holidays are also occasions when she gives practical advice to mothers, meeting them at the book store by appointment when desired, and supplying information by mail and telephone. Three exhibits of books have been held in the schools, and an annual conference on children's reading is held on the first Saturday in May. The mothers are represented on the program and take part in the discussion. Foreign mothers do not often come to the library, but they are sure to send their children.

LIBRARY CENSUS

In Chillicothe, O., when the school enumeration was taken last spring, a column was added to the blank, headed "Library," and every family using the library was checked. An alphabetical list of all unchecked families was made, and a guarantee card sent to the child in the family nearest the age of ten. This card carried an invitation to come and use the library. Out of the first lot sent out, over 25 per cent responded. If one member of a family did not respond, the invitation was sent to another, and as a final resort personal visits were made. In the case of children who have gone to work, a special letter is sent calling their attention to the library's books on their vocations.

CO-OPERATION WITH PUBLISHERS

In a discussion before the League of Library Commissions at Chicago last winter, recorded in the *Publishers' Weekly* of Feb. 27, 1915, George F. Bowerman of the Public Library of Washington, D. C., took up the matter of co-operation between librarians and publishers and booksellers. The librarian is interested in getting more and better books for his library, and in having a better class of literature owned and read by his constituency. That is, he wants fewer and better books published in larger editions at lower prices, and he wants to see more good bookstores in every town. The publisher's motive in producing books is a financial one, and co-operation from the library must mean help in the sale of books before it can appeal either to publisher or bookseller. Entry in the *A. L. A. Booklist*, state lists, etc., does help to make financial successes of the books so listed, and a book in a public library should be regarded as a sample copy on display, with official, expert approval. Publishers ought not to issue so many duplicating books, and they ought to make their imprints mean more. Librarians ought to help to make a bigger and more permanent success of the most important books published, thus convincing the publisher of the financial advantage to be gained from fewer and better books.

CO-OPERATION FROM COMMERCIAL CLUBS

The Commercial Club of Omaha, Neb., has co-operated with the Public Library in several ways. About a year ago when some new deposit stations were opened, the club turned over to the library for a time the advertising space in street cars which had been given it by the company. The advertising was so successful that the library now regularly places signs

in cars that travel toward the stations. The club publishes in its weekly *Commercial Club Bulletin* notices of accessions to the library that would be useful to members, and its advertising man has prepared copy for a circular announcing a civics class.

EXHIBIT CASES, USES OF

"In addition to the use generally made of exhibit cases in a library, as for displays of rare books, manuscripts, pictures, collections of coins, etc.," writes the librarian at Poughkeepsie, N. Y., "we have found it profitable to place books of general current interest in these cases from time to time. For instance, we have just had an exhibit of the Home University Library. These books, as is well known, are on a wide variety of subjects, are timely, readable and of a size that is not too formidable for the average reader. The books at once attracted attention, and were examined by many interested; and, as our notice concerning them stated that they were to be loaned, it resulted in many of the volumes being taken. There are many other collections or series of books which we believe may profitably be brought to the attention of readers in this way, such as 'Stories of the Nations,' 'Masterpieces in Color,' 'Highways and Byways Series,' 'Little Pilgrimages,' 'Our European Neighbors,' 'Medieval Towns,' etc. The mere fact of grouping the books and making a special exhibit centres attention on them."

Library Building

Storage and Shelving

BOOKSTACKS

Patents for a new departure in bookstacks have been allowed, but not yet issued, to W. A. Borden. Details of its construction are not yet available for publication, but information can be obtained by writing to Mr. Borden at Westport, Ct.

Government and Service

Staff

STUDENT ASSISTANTS

The Library of the University of Missouri was authorized to spend for student help, in all the libraries except Law and Medicine, \$211 a month during 1914: \$61 chargeable to the general maintenance and \$150 to student labor fund. In addition to this amount the library spent about \$200 a year for student help in the Law Library and \$115 in the Agri-

cultural Library. This made a total of about \$2800 spent for student help in the libraries. There were seventeen students employed.

"It was suggested a year ago," says the 1913-14 report of the Princeton University Library, "that gifts for student self-help were better than free scholarship grants and that any amount of student help for which means could be provided could be profitably used in the library. Through the secretary of the university such help was provided to the amount of 13,291 hours by 53 students. This was in addition to work done by students and paid for out of the funds of the library amounting to \$413.16. All the work done was direct valuable work, such as needed to be done by the regular staff when and if time was available. The librarian in his public request set forth the possibility of doing also certain bibliographical work on aids to research and perhaps research work but nothing of this was attempted last year. Two or three experiments with this kind of work are, however, planned for the coming year. Nearly one-third of the work done was work which must otherwise have been done by the general staff, which was by this means released for important work on the catalog or other tasks. In a few cases work done by students might have been done as well by some one paid less than twenty-five cents per hour, but more often the work would have cost more on regular staff scale. In one case a man gave up work because he did not feel that what he was doing was worth twenty-five cents per hour, but he was mistaken. From the library standpoint this matter has been a great success and a great relief from the overwhelming body of work pressing for immediate accomplishment. The administration is still clear that, as a reliance for routine work, student help is not economical, but is equally satisfied that for special tasks such as those indicated, it is efficient and economical at the price paid, after all overhead work is accounted for. If it could be put upon a basis by which a man would be reasonably by way of being kept through his four years, its efficiency would be a good deal increased."

Rules for Readers

Reference Use

RESERVED BOOKS AND THE CATALOG

The development of the department reading-rooms at Columbia University has made it necessary to find means of indicating to readers who consult the general catalog the

temporary location of books which have been put on reserve in those rooms, as well as those which are reserved in the general reading-room. Unless this were done, a reader might consult the catalog, fill out a call-slip and present it at the loan desk, only to be informed that the book was temporarily in a department reading-room. It is therefore, arranged that for each book transferred to a department reading-room for more than one month, department librarians shall send to the reference librarian a slip giving author, title, call number, and date of transfer. Working from these slips, the reference department inserts yellow slips in the catalog immediately in front of the catalog cards for the respective books. As an example, one of these yellow slips reads, "The book indicated by the next card is reserved in the History Reading-Room, 604 Kent Hall." The slips are removed by the reference department when the books are returned to the shelves of the general library.

Home Use. Loans

BORROWERS' RULES

In the 1913-14 report of the Cornell University Library, Mr. W. H. Austin, assistant librarian in charge of reference and loan departments says:

"The increasing number of users of the library inevitably causes more cases in which books are out of the library when wanted. The only important cases of this kind are those where the borrowers are university officers. The cases where student borrowers have out books needed for work by others, are largely due to failure of instructors to reserve such books, and these are easily adjusted. The provisions made in the library rules limiting the number of books in the hands of any one borrower, putting a time limit on periodical literature, and on books lying outside the borrower's field of work, are adequate as yet to prevent an undue number of cases of interferences. But these rules should be more uniformly enforced. Few borrowers ever exceed the limit of the number of volumes of periodicals beyond the time allowed. Two or three borrowers habitually violate these three important rules governing the use of books and some effective measures should be taken to enforce them. Unless all borrowers are required to comply with these regulations the whole system, as now applied effectively to keep in the library much material that would otherwise remain out unused, should be abandoned and these rules become inoperative."

VACATION RULES (UNIVERSITY LIBRARY)

The Library of the University of California has been troubled by the failure of students to make proper return of books at the beginning and end of the summer vacation. In 1912, students wishing to draw books for the summer were required to deposit a dollar for each book, the money being returned when the book was surrendered. This practice proved annoying to readers and undoubtedly reduced the vacation use of books. Accordingly the deposit idea was abandoned for the following summer, and books were issued to any student with a good library record signing the following application form:

Date
 I hereby make application to draw books from the University Library during the summer vacation of 1913. I agree to return all books immediately and at my own expense if recalled; otherwise, on or before August 18, 1913. I further agree to assume full financial responsibility for loss or damage to any book so drawn until its return to the library and the cancellation of the charge.

Signature

Vacation address

Application approved:

This plan was more successful. In 1913, 346 students took advantage of it, and 485 applied before June 30, 1914.

DELINQUENT READERS

One result of the multiplication of department reading-rooms in connection with the Columbia University Library was the opportunity for careless students to evade the necessary rules of the library. Last year it did little good to deprive a student of library privileges for continued violation of the rules, because he could continue to borrow books from any one of the 43 reading-rooms in which he had not incurred a fine. To prevent this evasion, each department librarian now sends to the reference librarian every Monday the names of students who have been temporarily deprived of library privileges. These names are combined into one list, which is duplicated and sent to each department librarian on Wednesday. Both the library and students have benefited by this arrangement, since the books are retained for the use of that large body of students who generously co-operate with the library.

Administration

General. Executive

ACCOUNTING

The system of accounting in use in the Lynn (Mass.) Public Library is described in detail in the *Bulletin of Bibliography* for Jan-

uary, 1915. Reduced facsimiles of a statistics sheet for library account and of a seminary sheet are given.

A central bookkeeping system for the Columbia University Library has been installed. Formerly the book accounts were kept by the accessions department, and the salary, emergency and incidental accounts by the librarian's secretarial assistant. All these accounts are now to be kept by a skilled bookkeeper attached to the librarian's office. The new scheme of financial administration may be outlined as follows: (1) Allotment of all funds at the beginning of the fiscal year in accordance with the provisions of the budget, (2) a central bookkeeping system, (3) weekly reports by the bookkeeper to the office of the librarian of the balances on all funds, (4) the assistant librarian to approve no expenditures for which funds are not available as shown by these reports. The bookkeeper is responsible also for requisitioning all supplies through the university bureau of supplies, and for their receipt and distribution to library departments.

Treatment of Special Material

DRAMATIC MATERIAL. PRESERVATION OF

A new undertaking by the California State Library is the work of collecting, for preservation, material relating to the dramatic history of the state. The library has acquired by purchase and donation several hundred theatre programs and hand bills. Most of these were issued in the fifties and sixties and they are rare. Pictures of actors and of the old theatre buildings also are being secured.

EDUCATIONAL FILMS

The largest collection of industrial motion picture films does not rest on the shelves of some "movie" exchange house, but in the Philadelphia Museum, according to the *Philadelphia Record*. The films show everything from the mining of coal to the manufacture of the needle, and from the weaving of a dainty handkerchief to the building of a battleship. The films are exclusively educational, though there are numerous incidents shown which amuse and which entertain in addition to the information they give. The purpose of such a collection is to have the museum continue to be an influential force in the education of the youth of the city, as well as the business man. A camera was bought recently and the museum expects to augment its valuable collection with pictures of processes in and near the city.

PICTURE COLLECTIONS

The Newark Public Library picture collection is, says Mr. Dana, an "iconographic encyclopædia." It consists of more than 50,000 pictures mounted singly, each on a separate card, 13 x 17½ inches in size, labeled on the card's upper left corner, classified under 900 headings, and arranged alphabetically in a series of boxes, so adjusted that examination is as easy as the examination of a card catalog. In portfolios, also classified and labeled, arranged with and among the cards are about 300,000 more pictures, clipped and classified, but unmounted. Also there is always on hand a vast mass of material waiting to be clipped and arranged. Many groups of mounts illustrate specific subjects, like the days of Queen Elizabeth and the nesting of birds.

These pictures are open to the public. As they include such subjects as design (3000 items under 65 heads), architecture, lettering, portraits, sculpture and painting, they meet the needs of a wide range of inquirers. There are lent for home use about 57,000 per year.

The library has a good collection of prints, which is accompanied by much material illustrative of the manner of print production. It also has about 1500 lithographs issued by German publishers to illustrate history, geography—including maps—geology, botany, zoology, ethnology, anatomy, aspects of nature, architecture, painting and many other subjects. They cost from 30 cents to \$1.50 each, unmounted. The library of Newark seems to be the only one that has spent time and money on the acquisition and lending of these pictures. It has about 1500, mounted on heavy cardboard, bound in black, fitted with eyelets for hanging, classified and indexed and arranged like cards in a catalog for easy inspection. Each year the library lends to teachers for school room use and to principals for school decoration about 1400 from this collection.

Accession

SERIALS, PURCHASE OF

"In 1911," says the 1914 report of the University of California Library, "the Library Committee announced the policy of increasing the allotment for filling gaps in existing sets of serial publications and purchasing new sets of importance. The expenditure was to extend over eight years, with an annual allotment of \$5000. The plan has not been carried out in full, but a relatively generous allotment has been made each year since 1911, and the working value of the library has been greatly increased thereby. The evils of the procedure first adopted—that of seeking suggestions

from the departments of instruction, dividing the allotment on a basis of estimated costs in accordance with replies received from the departments, and of advertising for the titles thus selected—were demonstrated promptly, and in March, 1914, the committee approved a more rational plan proposed by Professor Frederick J. Teggart. From departmental suggestions and the periodical records there was compiled a list of desiderata, from which, after elimination of titles possibly obtainable by exchange, the librarians were authorized to purchase as opportunity should offer up to the amount of the year's allotment for the purpose. Special emphasis was laid on the filling of gaps of date later than 1900, half the allotment being restricted to this field; while to prevent new gaps a rule was adopted barring the purchase of any new set, or the completion of any old set, without provision for its continuance as a current subscription or exchange. The treatment of this problem from the standpoint of the University Library rather than from that of a number of separate departments, and the emphasis on completeness after a certain definite date, insure a much more useful development of the collection at minimum expense. With the latitude permitted by the present procedure it is possible to wait for favorable opportunities and to take advantage of them when they occur, instead of insuring high prices by ransacking Europe for a few specified items under the necessity of purchasing them, if at all, within the fiscal year."

LIBRARY DISCOUNTS

Touching the question of the library's dealing with local booksellers, in preference to the large jobbers, Mr. Bowerman in his discussion before the League of Library Commissions in Chicago (*Publishers' Weekly* for Feb. 27, 1915) said:

"I suggest that the local bookseller offer the local library the regular discounts on non-competitive books (first year after publication) the same as the metropolitan jobber gives, but on competitive books offer to do the business on 5 per cent over cost from the jobber. The local bookseller would make his profit on the new books; on the competitive books he would make no profit, but he would have the prestige and standing that comes from holding the business, get the instruction gained from handling it and increase his total orders and therefore increase his discounts. It would be well for the bookseller to order through the large jobber having the skill that library business requires. The librarian should be allowed to see the

original bills covering the orders for competitive books in order to know that the business was being conducted according to agreement."

Cataloging

CATALOGING

By a rearrangement of departments in the Columbia University Library, all books, including serials, documents, etc., are now cataloged and classified by the catalog department. There are two grades of catalogers, senior and junior. Each senior cataloger is assigned certain subjects and is responsible for the cataloging and classification of all books on those subjects. A section of shelving in the catalog-room is assigned to her and all books on her subjects are placed there. Senior catalogers classify all books belonging to their subjects which are to be shelved in the General Library. Department librarians classify all books for the department libraries and assist the senior catalogers in the classification of difficult books for the general collection. The junior catalogers work under the direction of the senior catalogers. A senior cataloger has general charge of cataloging and classifying all serials, including documents; but monographic documents are distributed to senior catalogers for classification. During the last year the department cataloged 19,231 titles in 27,729 volumes, and recataloged 2438 titles in 7374 volumes, making a total of 21,669 titles for 35,103 volumes. In the various catalogs, 176,449 cards for new volumes cataloged were filed, and in the work of replacing the old, small cards with those of standard size 69,307 were filed. It was possible to secure 111,678 printed cards, while 134,078 had to be typewritten and multi-graphed, making the grand total of cards handled 245,756.

INTERNATIONAL CATALOG OF SCIENTIFIC LITERATURE

During 1913-14, McGill University Library was constituted by the Dominion government, the regional bureau for Canada of the international catalog of scientific literature. The bureau having been organized, its first step was to try to get into touch with the scientific bodies and writers of the Dominion. In this endeavor, which made it necessary to obtain many names and addresses, the Bureau was materially assisted by numerous librarians. As a result of the help it received, and of its own efforts, the bureau obtained what is hoped to be an exhaustive list of Canadians from whom co-operation in the work of the catalog was to be expected. Every individual

in the list was then communicated with, and numerous cordial assurances of co-operation were received; many of which have already been fulfilled. Work in the bureau is now well organized, and its first installments of entries for the catalog were forwarded to the central bureau in London early last summer.

CARD CATALOG—HARVARD COLLEGE LIBRARY

The transformation of the public card catalog of the Harvard College Library by replacing the old, small cards by new cards of standard size has been in progress since February, 1911, and the method of procedure is described in the 1913-14 report of the librarian, who says:

"Its first stage was the substitution for the old short cards of whatever *printed* catalog cards we could obtain from the Library of Congress, from other libraries, and by our own scheme for printing. This has resulted to date in the replacement of 124,322 titles, and the insertion of perhaps three times as many printed cards in place of the old small cards. This work will now continue more slowly, but without interruption, as we continue our own printing, and as we receive new cards from the Library of Congress, the University of Chicago, and the John Crerar Library. In addition, it should be noticed, 51,500 titles have been added to the public catalog, which in former years had been entered on the official catalog only.

"The second stage of this undertaking consists in replacing old cards by *typewritten* cards of standard size, and is closely connected in its execution with three other related undertakings which we now have on hand, namely, the replacing of our old official catalog by a new official catalog on cards of standard length; the completion of both the public catalog and the official catalog by duplicating in each the titles hitherto to be found only in the other; and the consolidation of this new official catalog with the union catalog, composed hitherto of printed cards received from the Library of Congress, the John Crerar Library, the Boston Public Library, and other sources. All of this work is still under way, but bids fair to be practically complete within another year, so that I will not attempt at the present time to describe the successive steps involved, except to say that instead of going through the public catalog once for all, and copying the small cards in succession, we have tried to select for the first part of the work (1) the titles which were lacking in the old official catalog, that is to say, in general, the titles of the old printed catalog of 1830-33, and (2) the titles which

appeared in the old official catalog on the old long cards, cards which cannot be used in the new union catalog. By copying these titles first, and replacing them with typewritten cards, we are enabled to introduce the small cards thus set free into the new official catalog, in which we are content to use any card which is of the standard length whether it is of standard height or not. This work, along with the current work of the library, has resulted in the addition of 213,923 new typewritten cards into the catalog during the past year. The total number of typewritten and printed cards filed in the catalog since February, 1911, has been 806,084, which may be considered a creditable record for something under three years and a half."

PRINTED CARDS.

Commenting on the use of printed cards in the Harvard College Library, William Coolidge Lane, the librarian, says in his 1913-14 report:

"Statistics of the last four years show that for current work we have been able to use printed cards for 30 per cent of the titles cataloged. Of these, 25 per cent come from the Library of Congress (21,031 titles), 1 per cent from the John Crerar Library (673 titles), and 4 per cent from the Royal Library at Berlin (3,486 titles). The remaining 70 per cent (58,417 titles) were prepared entirely by our own staff in typewritten form. A slight annual diminution in the number of L. C. cards used appears in the last three years, due probably to the fact that we have been lately bringing into the catalog considerable arrears of old and difficult work in which the Library of Congress would naturally be less able to help us, and that we are less inclined to use L. C. cards if they need any but the simplest change or correction to adapt them to our editions. The Library of Congress prints and distributes to its depositories a considerable number of titles analyzed from serial publications. These we have put aside as they were received; we have now filed in our public catalog for publications in this library over 900 such cards, at an average expense for checking up and adding call-numbers of about seven-tenths of a cent per title.

"The difficulties encountered in using the Berlin printed cards for miscellaneous German publications were such that we have been obliged to discontinue the use of these cards, except for university dissertations, for which, on account of their being received as a complete file, they serve admirably. The cards cost a quarter of a cent apiece, we subscribe

to three copies of each title, and the catalog work involved averages three and three-quarters minutes per title, or something less than two cents apiece. This work, however, does not include the classification of the thesis or the insertion of entries in the subject catalog.

"The cards issued by the A. L. A. Publishing Board for monographs in periodicals and society publications are another source from which our catalog draws. These are prepared by five libraries working in co-operation. We are responsible for 47 serials, and prepared 551 titles during the past year. For these we are credited on the bills at ten cents apiece, which is not far from the cost of the work. We received during the year printed cards for 3,085 titles, of which 1,338 have found their way into the public catalog, a small proportion being likewise classified in the subject catalog. The rest are filed in a separate repertory alphabetically by authors."

PRINTED FINDING LISTS

Princeton University tried the experiment last year of issuing a printed finding list of the seminaries, and satisfaction with the result is expressed in the 1913-14 report of the library. The report says:

"The work on the 'Printed finding list' of the seminaries shows a cost of about 10½ cents per new title, as the total cost of keeping such an author finding list up-to-date in 20 copies for distribution in various departments and seminaries. This includes composition of a five-inch bar 5½ point type, interest on the cost of the metal used, filing in the bars, and reprinting pages affected each time. It involved this year the composition of 1566 bars and the filing of these into 319 pages in type, putting on press and printing 20 copies of 1273 pages. There were 22 editions during the year. The total cost of composition, filing, printing, paper, ink, and interest was \$163.85, but \$68.10 of this was student help free to the library, reducing the net cost to direct library funds to \$95.75. It could have been reduced to \$60.00 to the library but would have involved using student help at twenty-five cents for work which could be done and was done by lower priced help. The librarian has been trying to arrange plans so that this work can be done for us by the Princeton University Press, but it is so different from ordinary printing that this has not so far proved possible.

"The experience of this list seems to the librarian to show conclusively that in any large library the failure to provide and to keep up at least a cumulative author catalog of the collection is to show both wastefulness

and inefficiency. In this library if it were assured of a permanent supply of student help outside its regular budget, such a catalog could be produced at a relatively small cost and with great administrative saving: (1) In the search for duplicates, (2) in saving of travel from the purchase department or the cataloging room, librarian's office and the department libraries to the general catalog, a considerable sum, (3) the saving of a large amount of the valuable time of members of the faculty. This method is not a theory but has been worked out in years of experiment under many conditions and without prejudice. It is analogous to what is done in newspaper address lists, telephone and directory lists and the like."

Loan Department

RENEWALS BY TELEPHONE

For several years the Winnipeg Public Library has allowed its readers to renew all books by telephone. Anyone wishing to renew a book gives his card number, the call number of the book, and the date on which it is due, over the telephone. The attendant simply re-dates the book slip, marks "tel" opposite the new date, but leaves the book slip in the compartment for the original date, so that there is not the slightest confusion in finding it when the book is returned. Practically all renewals are made in this way. It causes no extra work in the library, and is a great convenience to borrowers.

DELIVERY BY TROLLEY

The Reading (Eng.) Public Libraries and Corporation Tramways have collaborated in a useful scheme for the collection and delivery of library books by tramways parcel express. The charge for exchanging a book in this way is only 1d. for the double journey. An important point in connection with the scheme is the provision of wooden boxes or cases, in three sizes, in which the books are to be carried backward and forward. These cases are presented to the library by a local tradesman on condition he be allowed to print advertisements on the outsides of the boxes. The rules regulating the service are as follows:

"Exchanging a Book.—A borrower who wishes to return a book to the library and obtain another in exchange may do so by sending a full list of books required to the Central Library, and by handing to the conductor of any car the book to be returned, together with a fee of 1d. Such books will be delivered to the library and a book on the borrower's list returned to the borrower's address. Or a borrower can select a book at the Public Library, have it sent to the borrower's address, and return it by tramcar to the library when finished with upon payment of 1d.; the charge to be paid at the library at the time of borrowing.

"Borrowing a Book.—A borrower can select a book at the Central Public Library and have it delivered to the borrower's address by paying 1d. at the time of borrowing. Or a borrower can order a book from the Central Library by telephone, or by sending a post-card or letter. A charge of 1d. will be made on delivery of the book by the Tramways Parcel Express.

"Returning a Book.—Books can be returned to the library in the same way as ordinary parcels by handing them, with a fee of 1d., to the conductor of any tramcar.

NOTE.—All books must be sent in special cases provided, or wrapped in strong paper or other suitable material, and borrowers must see that they are addressed to the Central Public Library. The above charge of 1d. applies to books up to 7 lbs. in weight, and delivery within half-a-mile of any tramway route. For books above 7 lbs. in weight, or to destinations beyond half-mile radius, extra charges will be made."

MESSENGER SERVICE FOR DISTRICT OF COLUMBIA EMPLOYEES

For several years the Public Library in Washington, D. C., has operated a messenger service for employees of the District government working in the District Building. To call this service again to the attention of employees, the following letter and explanation of the system was placed in the pay envelope of each employe working in the building Mar. 15:

To the District Government Employes:

Through the kindness of the Secretary to the Board of Commissioners I am taking this opportunity to extend to you a special invitation to make use of the delivery system established between the Library and the District Building.

We desire to make the resources of the Library as conveniently accessible to you as possible, and the Secretary to the Board of Commissioners is kindly co-operating with us to that end.

On the other side of this sheet is a complete statement of the details of this messenger service. We shall be glad to have you avail yourself of this service at all times when you do not find it convenient to visit the Central Library personally.

Very truly yours,

GEORGE T. BOWERMAN, Librarian.

The rules governing the service are as follows:

"A messenger from the Library calls at the Office of the Secretary to the Board of Commissioners every morning to receive requests for books, to deliver books which have been previously requested, and to collect books which are to be returned to the Library. Notification of the delivery of a book to the Secretary's Office is sent direct to the individual by means of the pneumatic tube system.

"Books are charged for four weeks, except those marked '7 day book' which are charged for one week only. If detained longer than the time specified, the usual fine of two cents a day is charged.

"Application blanks for borrower's cards and forms for the request of books may be obtained at the Office of the Secretary. Application blanks when properly signed should be returned to the Secretary's Office for the Li-

brary messenger. Cards will be made at the Library after receipt of application and sent to the applicant the following day."

Shelf Department

CLEANING BOOKS

The work of cleaning the books received much attention during the past year at the Library of Yale University, and is described in the annual report, which says: "A systematic effort was made to thoroughly clean each of them, as well as the shelves and walls. A corps of men was employed for the purpose, and the stationary and moveable vacuum cleaning machines were put to use. The results were satisfactory, and it is hoped to keep the books reasonably clean by periodically going over them, without repeating the wholesale process at once. The extra effort during the past year cost approximately \$1000. The gathering of great quantities of dust in the cleaning machines offered an opportunity to make extended chemical and bacteriological tests. The results of the examinations were interesting. The dust was found to contain about 50 per cent of mineral matter, the rest being organic material, the exact character of which could not be determined. Several per cent were apparently paper fibre, part from wood pulp, part from cotton, undoubtedly taken from the books by the process of cleaning and by being handled. The 50 per cent of inorganic matter is very rich in silica (50 per cent) and alumina (25 per cent), with some lime. The bacteriological examination gave the following results: The total number of microorganisms found in one gram of dust varied from 350,000 to 1,200,000. Sixty per cent and upwards of the dust, according to the sample, were moulds, chiefly *Penicillium glaucum*, the rest air bacteria and yeasts. No *streptococci*, common mouth bacteria, were found. This negative result was satisfactory, and in general the examination indicates the harmlessness of the dust to both books and users, however unpleasing it may be."

Libraries on Special Subjects

PEDAGOGICAL LIBRARIES

A report on "Facilities for teacher-training in colleges and universities" made by Charles Hughes Johnston, professor of secondary education in the University of Illinois, is printed in School Review Monograph no. 6, p. 7-17, and the greater part of it, relating to library conditions, will interest many librarians.

A questionnaire covering library and laboratory facilities and the qualifications and number of teachers employed, was sent out to 204

institutions having a chair of pedagogy. Replies were received from 88 institutions, which for statistical purposes have been grouped in four classes: I, 17 state universities; II, 9 large non-state universities with graduate schools; III, 40 smaller privately endowed colleges in which graduate work is incidental; and IV, two state agricultural colleges independent of state universities.

To the first two questions, on the resources and budget of the library, the average number of volumes in class I was 92,608, with 8 above and 9 below the average; class II, 227,620 volumes, with 3 above and 7 below; class III, 39,184 volumes, with 10 above and 25 below; and class IV, 30,000 volumes, 1 above and 1 below. The average budget for class I was \$16,240, with 4 above and 11 below; class II, \$26,841, with 2 above and 7 below; class III, \$2703, 7 above and 16 below; and class IV, \$500, only one reply being received.

The third and fourth questions asked what sum assigned to academic departments other than education was spent on educational books, journals, etc., and how much was used for the purchase of old or new textbooks. The answers to these questions were varied and in most cases even the small amounts given were estimates, the arrangement of the library accounts forbidding definite answers. The general opinion seemed to be that little could be expected from indirect sources in the way of supplying educational books.

The next question asked the amount set apart as a library fund in the department of education, the names of three departments in the same institution receiving more, and of three receiving less. The average for class I was \$404, with 4 above and 9 below; class II, \$2044, one above and 7 below (this average raised by the allowance of \$1600 in the University of Chicago and of \$13,150 in Teachers College); class III, \$99, 10 above and 9 below; and class IV, one reply, \$25. The comparative figures obtained from other departments show that considering the youth of the departments of education, these appropriations are relatively generous. To a question on the apportionment of these funds in the department, the replies were very variable, as the library budgets were not systematically itemized. To the question as to what proportion of the educational courses were conducted by library readings it was shown to vary from 10 to 100 per cent. The average number of courses in class I was 32; in class II, 26; in class III, 10; and in class IV, 8. These answers show the great dependence of work in education on adequate library facilities, as well as the extent of the demand.

The last question on library conditions asked how many institutions maintain educational museums, and there were found to be only 13. Three of these were just starting, and the oldest was established in 1898. Most of the material was obtained from donations, though amounts invested ranged from zero to several thousand dollars, and all replies agreed that they were not getting the attention which they deserved. The remainder of the report was much cut and condensed, and related entirely to laboratory facilities.

General Libraries

For Special Classes—Children

CHILDREN, WORK WITH

The next book. Mary O'Connor. *Pub. Libs., Ap., 1915.* p. 158-159.

Starting with lullabies and Mother Goose rhymes, Stevenson's "Child's garden of verses" and later the poetry of Eugene Field will find favor with the children. Little ones will like animal stories, such as the "Bunnie stories" by Jewett, and from them little girls may be led to "Alice in Wonderland," to "The green door," and from that to historical and biographical stories. Little boys will like the "Hia-watha primer," Indian myths, "Wonderful adventures of Nils," and "Story of a bad boy," which should lead in its turn to biographical reading.

Sequences in children's reading. Caroline Burnite. *Pub. Libs., Ap., 1915.* p. 160-165.

The problem of the right reading of young children has been solved, in the main. Basic principles have been evolved, for the presentation of literature to young children, but there is no definite program for the guidance of the older children, for their native tastes are naturally more diverse and more peculiar to the individual.

Lacking guidance in the direction of the reading of older children our perspective has not been clear or true, and proper appreciation of the changes in child life resulting from the marked changes in community and home life, has been lacking. Consequently many books which interested children a generation ago, are left unread by the children of to-day. It is only by observing the manifested interests of the modern child that values can be determined, and as the problems of a children's room are a cumulation of children's interests, the children's room itself must furnish the chief means for developing final principles of book service to children and thus solve largely its own problems.

The first problem is the boy or girl who reads too much, consuming weak and mediocre books in as large quantities as the library will supply. The children's room should accomplish two general results: (1) to enable children who would read little or nothing, to read freely; and (2) by setting a proper standard to improve the quality of that reading. The best method to accomplish this is to select from the books of interest to a circle of children one which will lead to another similar in situation but better in imaginative quality or in its delineation of life. Or a book may be chosen which leads to another somewhat different in situation and presenting a different aspect of life. A book which itself has power will prompt the reading of other books which have power. Books which do not qualify as belonging to one of the types specified should not remain permanently in the children's room.

The method of relating books, which might be termed sequence reading, must be used with discrimination, for a sequence suited to one boy will not suit another. The worker must have a thorough knowledge of both children and books, and knowing what is the end desired must know something of how it is to be reached.

In conclusion, Miss Burnite gives some instances of sequence reading prepared by three librarians who have worked with American, Polish, and Jewish children.

What shall I read next? Margaret Grier Curran. *Pub. Libs., Ap., 1915.* p. 171-176.

The most effective ways of directing children's reading are personal work in the children's room, the story hour, and work in the classroom, and in this article Miss Curran takes up each phase, illustrating her points with anecdotes and with many suggestions of book titles.

The work of interesting school children in the library has proceeded for some time under the direction of Samuel A. McKillop, librarian of the Milwaukee Public Library. A principal notifies him that such and such a class will call at the library on a certain afternoon and Mr. McKillop entertains them with appropriate victrola selections. He then explains to the children the advantage of the library and how the use of it is an education in itself. The children are accompanied by their teacher and after the entertainment they are taken through the library. Those that have cards are given books, while the others are given applications for cards to be signed.

SCHOOLS, CO-OPERATION WITH

"The school system as administered in Gary lends itself to library co-operation in the completest manner," said Louis J. Bailey, librarian of the Gary (Ind.) Public Library, in a recent newspaper interview. "The use of the library is recognized as something to be understood, learned and appreciated. Classes are scheduled for visits to the library and branches at stated times. They are given talks by the librarians and their reading directed when necessary. Sometimes they come for an hour of quiet browsing, reading what they choose, at other times they have definite subjects or questions to investigate. The higher grades have short lectures and the first year high school receives a series of 10 lectures with citations, practice work and examination covering quite fully classification of books, the use of the catalog and 25 of the most important reference works."

In 1914, 2381 classes visited the libraries with an attendance of 64,191. The library also supplies over 200 class-rooms with small class-room libraries, some supplementary reading sets, and other books and pictures desirable in aiding teachers. A library assistant visits teachers regularly effecting exchanges of books and recommending material for use.

College Libraries

DEPARTMENT (UNIVERSITY) LIBRARIES

"The tendency to build up large department libraries, each sufficient unto itself, is one which continually has to be contended against," says Mr. Hicks in the report of the Columbia University Library for 1913-14. "It is natural that departments of instruction as well as department librarians should have pride in making the collections shelved near the classrooms as complete as possible. Except in the case of law, medicine, pharmacy, the Avery Library and the Bryson Library, and possibly one or two others, this cannot be done without affecting the unity and integrity of the University Library as a whole, and, furthermore, without violating Article four of the Principles of Columbia University Library Administration, issued by the President on January 17, 1914.

"This article may well be quoted here: 'Department Libraries to consist: (a) Of duplicates specially needed for constant work in a given department. (b) Of books temporarily drawn from the general collections for particular use during a limited time. (c) Of books so special and technical in character and at the same time in sufficiently frequent use to justify their permanent shelving

in a department library. Books, however special or technical, that are used but rarely are shelved more economically and advantageously in the General Library than as part of a departmental collection.'"

School Libraries

HIGH SCHOOL LIBRARIES

Some problems of a high school librarian. Janet H. Nunn. *Pub. Libs.*, D., 1914. p. 432-435.

Students in a high school must be given a chance to know; they must be taught to help themselves, and to use their time wisely. The library must be ready to supplement the classroom and increase its efficiency, for the high school library holds the strategic place in self-development, standing as it does at the parting of the ways.

Whether the school library shall be independent of the public library or not depends on local conditions. Miss Nunn believes in independence, since the public library must always serve the public first, and the duplication necessary to serve the school also is often impossible. In Spokane each high school has its own library, maintained by the board of education, and supplemented by collections selected from the public library's shelves by the school librarian, and borrowed for the year unless specially recalled. The school libraries are being generously built up, with preference for well edited and illustrated editions.

The school librarian should have the same standing as the heads of other departments and the same salary, assuming that she has the same broad education and general culture.

In selecting periodicals, include one good daily, an English newspaper, scientific, geographic and travel magazines, those for manual and fine arts, for domestic science and the foreign languages, some of the best general ones for their cultural value and a few good college papers from different sections. In choosing books every department must be kept up to date, and recreational reading should also be provided.

Classification should be made as simple as possible, and some modifications of the Dewey system are suggested. In cataloging simplicity is also necessary, especially in making analyticals. L. C. cards save the librarian's time, but it is a question if they do not have the opposite effect on the student. In all administration the final word of advice is to "get rid of as much red tape as possible."

HISTORY IN SCHOOL LIBRARIES

Library equipment for teaching history in Minnesota high schools. Report of the Com-

mittee of Five appointed by the History Round Table of the Minnesota Educational Association in 1913. *Winona Normal Bulletin*, N., 1914. p. 1-23. (Series XI, no. 1.)

This committee sent out duplicate copies of two questionnaires to every high school in the state, one to the principal and the other to the teachers of the various subjects. The first one sought general information on the courses in history actually given in the year, the time spent, the name and educational preparation of the teacher, the number of pupils, and the amount of money available for additions to the school library. The second asked for more detailed information regarding the textbooks used, methods of handling collateral reading and its value, and what topics should be emphasized in this additional reading.

More than half the schools ignored the requests for information, but 84 schools replied, and their figures showed that 41.22 per cent of the pupils took some course in history and 7.51 per cent a course in civics. In the history courses, ancient history claimed 20.5 per cent, European 10.5, American 6.14, and English 4.08. In many schools American history is taken only by the normal class, and for only half a year, and it is a question whether the emphasis is being rightly placed. Whatever the course, ten hours a week seems to be the amount of time that is allotted for both study and recitations, and the amount of required reading varies widely. From one-ninth to one-third of the schools failed to report a single book for library work in specific courses. About a dozen and a half reported adequate equipment for some one course, and less than half that number reported such equipment for all courses.

The method of doing library work varies. Some teachers assign individual topics for report in class, others read to the pupils from larger accounts, others assign term papers, a few assign regular work to the entire class, and one teacher with a very liberal appropriation has one historical novel read by each pupil as the only required work outside of the text. The one fact that stands out above all others is the lack of common standards of how library work should be done, how much can be done, and of material needed for it.

The absence of agreement among teachers as to the books most valuable, hinders progress. If laboratory work is to be done in the library, some agreement as to requirements must be reached before school boards will be willing to purchase the duplicates necessary to accommodate the pupils. Just as in physics it was found necessary to agree which divisions

should be covered by laboratory work in schools and what the minimum of experiments should be, so in history why not select and agree on what shall be considered the main topics in any specific course and the minimum reading required? It would then be possible to lay out the most effective apparatus in the shape of books, maps, lantern slides, pictures, and other illustrative material.

In conclusion the committee makes definite suggestions that each history course involve a good text book, a good source book, and regularly planned library work concentrated upon certain definite topics, and that in the working part of the library at least one copy of each book be provided for every three members of the class. Taking as a basis the important topics in ancient and European history duplicated in three or more replies to the questionnaires, the committee offers a suggestive list of books on each, putting the most important books first and selecting inexpensive ones where possible.

Reading and Aids

Aids to Readers

BOOKMARKS

The bookmark list continues to be in favor. The Public Library at South Bend, Ind., has made use of it for more than a year. Some of the lists it has issued have been printed on tinted cover papers, about 3x7 inches, each containing about a dozen titles of books on the opera, on schools and teaching, philosophy, child problems, or essays and biographies. Other folded lists, 3x16 inches when opened, contained fifty or more references to books on municipal problems, artistic crafts and architecture, books for the business man, and books providing for "travel at home."

CO-OPERATIVE BOOKLISTS

"Co-operative relations of the Washington (D. C.) Public Library with publishers" said Mr. Bowerman before the League of Library Commissions, "have been confined to instances where I have got books and original illustrations from them for use in Christmas and other special exhibits and when I have got publishers' book lists in quantities for distribution. It has long been my custom whenever a good publisher's list came to my desk—some series, some subject list, etc., to ask for several hundred copies for distribution. I have either asked that it be imprinted: 'These books are in the Washington Public Library' or I have had them stamped with a rubber

stamp: 'Most of these books are in the Washington Public Library.' I have distributed hundreds of different lists of this sort. In trying to find samples to bring with me about all I could find were some that had been mounted on scrap sheets in 1905 and 1906. This shows that this is not a new thing with me; it also shows that all such lists are eagerly picked up and that I should ask publishers to supply us with larger editions than I have been doing.

"My co-operative relations with booksellers have included the issuing jointly of Christmas lists—the books being on exhibition at the library and on sale at the bookstores. In one case part of the edition of the catalog was issued with the library's imprint but with references to the co-operating booksellers; other parts of the edition were issued by the bookstores with their own imprint. Prices were furnished by the booksellers. Prices were also furnished by the booksellers for our little list of 'Books for a child's library' which we distribute the year round."

Bibliographical Notes

The Detroit Library Commission has decided that on account of the cost of publication and mailing, the *Bulletin* will hereafter be sent free only to those libraries with whom publications are exchanged. The subscription price is twenty-five cents a year.

A list of books, pamphlets and maps relating to Minnesota, compiled in the St. Paul Public Library, is printed in the March *Bulletin* of the Minnesota Library Commission. Most of the material can be secured at little or no cost.

An editorial in the *Librarian and Book World* for March says that the publishing firm of J. M. Dent & Sons, Ltd., has decided to issue books of general and standard literature in library bindings, and has compiled a catalog of books that may be so obtained.

The third edition of the "Key to the classifications of France, Germany, Austria, Netherlands, Norway, Denmark, Sweden, and Switzerland," in the Library of the British Patent Office, has appeared. The classification of each country is outlined and indexed separately, and the whole makes a book of 190 pages, which sells for 6d.

A second edition, revised and enlarged, of Miss Florence M. Hopkins' pamphlet entitled "Allusions, words, and phrases that should be known and where to find them," has appeared. Detailed citations have been made to

several moderate-priced books of reference that schools and even individuals can afford, and a description of the characteristic arrangement and material in each is given.

G. P. Putnam's Sons have just brought out Dr. Fielding H. Garrison's memoir of the late Dr. John Shaw Billings, the director of the New York Public Library for the first seventeen years of its existence, which gives a well proportioned and impressive narrative of his career as surgeon, statistician, bibliographer, organizer and administrator.

The H. W. Wilson Company have published for the St. Louis Public Library a 110-page pamphlet called "Lists of stories and programs for story hours," edited by Miss Effie L. Power, supervisor of children's work in the St. Louis Public Library. This material was first printed in the *Monthly Bulletin* of the library for August, 1914, and is only slightly modified and corrected in the present form.

An article on "The irritation of the loose title page and index" appears in the January *Bulletin of Bibliography*. In it Mr. Frederick W. Faxon recounts the difficulties which libraries encounter in their efforts to obtain indexes to the magazines which they wish to bind. These difficulties become more annoying each year, as one magazine after another ceases to publish separate title page and index, or issues them only in very limited numbers.

A revised edition of "A subject index to about five hundred societies which issue publications relating to social questions" has been compiled by the Newark (N. J.) Free Public Library and published by the H. W. Wilson Company. The index, which fills 20 pages and sells for 20 cents, is in no sense exhaustive, but is simply a guide to sources considered most suggestive, and from which much material may be obtained free of charge.

The librarian of the Ottawa Public Library, Mr. W. J. Sykes, has prepared a "Selected list of fiction in English," which includes about 1800 titles (price 10 cents). As the list was prepared especially for Canadian libraries, Canadian and English novels are more numerous than American, and more translations of European novels are included than usually appear in American lists. The notes have been made very brief or have been omitted altogether, as the editor thinks they are ordinarily of little value to librarians.

A "Single tax index" is to be issued quarterly by Ralph Crosman of San Francisco. Volume 1, No. 1, for the quarter ending Jan.

1, 1915, has appeared, and contains 102 type-written and mimeographed pages. While nominally covering only the months from October through December, 1914, so far as book publications are concerned it covers the whole year, and contains about twenty-five hundred references on practically every phase of taxation except the income tax. The index sells for \$1 a quarter or \$4 a year.

The Index Office of Chicago has issued the first number of its *Reference Bulletin*, which it proposes to issue quarterly at a subscription price to be determined by the number of subscriptions received before the next copy is issued. This present issue contains notices of the bibliographies and indexes prepared during the past year, together with a list of references on "Atmospheric nitrogen," a list of engineering indexes in the Library of Congress, and some recent books on the history of medicine.

Edwin E. Slosson takes a fling at the Dewey decimal system in *The Independent* for Mar. 22. Under the caption "A number of things," he describes a library lunch room where the viands were classed by a system modelled on the Dewey system. "Roast beef, plain," for example, was located under the following grouping: "10,000 Animal Foods, 12,000 Vertebrata, 12,471 Mammalia, Family Bovidae, Genus Bos," and decimals added the specifications ".2 mature, .07 sirloin, .004 roast, .0009 well done, S21 with brown gravy."

The 1915 edition of the "New York charities directory," compiled by Miss Lina D. Miller and issued by the Charity Organization Society of New York City, contains a radical change in its arrangement. In former issues the material was grouped by boroughs and then into classes and subdivisions according to the character of the work done, with an alphabetical index to agencies. This year all the organizations are in one alphabetical list in the body of the directory, with a topical index. The name index given in former editions is continued, and the rearrangement of other material promises to make the book much easier to consult.

An "Index to kindergarten songs" has been compiled by Miss Margery Closey Quigley, of the St. Louis Public Library staff, and published by the A. L. A. Publishing Board. Sixty-three books are indexed, and entries, all in one alphabet, are made by composer, first line, title, and author of the words when well-known. Three types of books are included in the list: those containing only kindergarten songs, those that have only folk

songs, and those that include both. No kindergarten magazines are indexed. The list of collections, with publishers and prices, is printed in the front of the book, and aims to be fairly comprehensive.

"A bibliography of unfinished books" is in preparation by two English librarians, Albert R. Corns of Lincoln and Archibald Sparke of Bolton. The object of the authors is to record the books and writings, in English, that have been left in an unfinished state by their authors. They also seek by annotation, to tell from trustworthy sources the reasons that have debarred the writers of these literary fragments from concluding their labors. The volume will contain about 200 pages and over 2000 entries. The subscription price is 10s. 6d. net, and only a limited edition will be printed. Subscriptions may be sent to either author.

The City Club of St. Louis is planning to publish stenographic reports of the most important lectures and addresses given before the club in the course of the year. Many of the speakers are men and women of national eminence, such as President Wilson, ex-President Roosevelt, Jane Addams of Hull House, Sir Thomas Lipton, Henry Watterson, David Starr Jordan, etc., and their subjects are of vital interest to every thinking American. There will be not less than twenty-five addresses at an average length of 5000 words, making altogether approximately 250 pages in book form, and the price has been fixed at \$2.00 annually. Public libraries will have the privilege of subscription at this rate, and subscriptions should be sent to Mr. A. E. Bostwick, City Club, St. Louis.

The third series of the "Classified catalogue of the Carnegie Library of Pittsburgh" has been issued. The first series appeared in three volumes in 1907 and covered the period from the foundation of the library in 1895 to July, 1902. The second series appeared in August, 1908, in two volumes, and brought the work down to the end of 1906. The third series, in three volumes, includes the books added to the library from 1907-1911, and is published for \$8 net. This makes the price of the whole "Classified catalogue," in eight volumes, \$25. As in the other series, it has been the aim throughout in this work to make a library catalog suited to the needs of the public. A marked feature has been made of annotations, chiefly descriptive and explanatory in character, which are designed to increase the interest and value of the catalog, while the form of entry is of the simplest.

LIBRARY ECONOMY

BOOK SELECTION

Bascom, Elva L. Book selection. A. L. A. Pub. Board. 35 p. (4½ p. bibl.) (Preprint of "Manual of library economy." Chap. xvi.)

DOCUMENTS

Wyer, J. I., Jr. Government documents (state and city). A. L. A. Pub. Board. 19 p. (Preprint of "Manual of library economy." Chap. xxiii.)

STATE LIBRARIES

Wyer, J. I., Jr. The state library. A. L. A. Pub. Board. 11 p. (Preprint of "Manual of library economy." Chap. i.)

STORY-TELLING

Hassler, Harriet E., and Scott, Carrie E., comps. Graded list of stories for reading aloud. 3. ed. rev. A. L. A. Pub. Board. 35 p.

Power, Effie L., ed. Lists of stories and programs for story hours. White Plains, N. Y.: H. W. Wilson Co. 110 p. 20 c. single copy; 10 copies, \$1.25.

RECENT BIBLIOGRAPHIES

GENERAL

CARNEGIE INSTITUTION OF WASHINGTON. Bibliography of publications relating to work of investigators, associates, and collaborators. (In Year-book, no. 13, 1914. Washington, D. C.: The Institution. p. 40-49. \$1.)

FOR SPECIAL CLASSES

BLIND

New York Public Library. Catalogue of music for the blind. 30 p.

CHILDREN

Carnegie Library of Pittsburgh. Illustrated editions of children's books; a selected list. 20 p.
Favorite books of well-known people when they were boys and girls. In *Mo. Bull. of Carnegie L. of Pittsburgh*, Apr., 1915. p. 111-120.)

FOREIGNERS

Books for foreigners learning English. (In *Branch L. News of the N. Y. P. L.*, Mr., 1915. p. 36-38.)

SUBJECT BIBLIOGRAPHIES

AGRICULTURE

Bailey, Liberty Hyde. Plant-breeding. New ed., rev. by Arthur W. Gilbert. Macmillan. 62 p. bibl. \$2 n. (Rural science series.)

South Bend (Ind.) Public Library. List of books on agriculture and country life. 19 p.

AMERICA

Seeing America first. (In *Bull. of the Salem [Mass.] P. L.*, Mr., 1915. p. 159-164.)

AMERICANA

American history and the stage; the Moreau collection. New York: Amer. Art Assn. unpag. (1016 items.)

Americana and miscellaneous books. New York: Heartman. 29 p. (Auction no. xxx. 427 items.)

Americana: avec supplément, Australie, Polynésie, Micronésie, Philippines. Leyden, Holland: Burgeradijk & Niermans. 116 p. (Troisième série no. 4, 1915. 1717 items.)

Americana: Books, maps, prints, pamphlets, documents. London: F. C. Carter. 20 p. (Hornsey book list, no. 50. 562 items.)

Americana, including an unknown book printed by the printer of the famous Aitken Bible. . . . New York: Heartman. 23 p. (Auction no. xxxiii. 318 items.)

Americana, including important items, some hitherto undescribed, or offered for the first time. New York: Heartman. 24 p. (Auction xxxi. 238 items.)

Americana, including interesting New Jersey items. . . . New York: Heartman. 28 p. (Auction no. xxxii. 393 items.)

Americana, including rare Kentucky laws. . . . New York: Heartman. 24 p. (Auction no. 34. 326 items.)

Americana, including some important items recently purchased. New York: Heartman. 23 p. (no. 9. 2200 items.)

Americana, part vii, including a valuable collection of pamphlets relating to New Netherland, the West-India Company. . . . The Hague, Holland: N. Posthumus. 16 p. (Bull. 43. 1019-1226 items.)

Books on America; an interesting collection of unusual books on Lincoln, Virginia, Indiana, War 1812, etc. . . . and books on genealogy. New York: Merwin Sales Co. 34 p. (No. 598-1915. 300 items.)

Catalogue of a choice collection of Americana at reasonable prices. New York: Ernest Dressel North. 46 p. (No. xxxiii. 318 items.)

Catalogue of a collection of books and pamphlets: Americana—the Civil War, Confederate and Union side; regimental histories; the Indians; New York; local history; genealogy; general history, etc. New York: Merwin Sales Co. 64 p. (No. 596-1915. 1014 items.)

Catalogue of Americana. London: Henry Stevens Son and Stiles. p. 2127-2294. (Nos. 32261-34734.)

Catalogue of Americana: local history, including some items relating to Indians and genealogy. Part 2: Massachusetts-Pennsylvania. Brooklyn: Aldine Book Co. 64 p. (No. 7. 1592 items.)

Catalogue of an interesting collection of scarce books relating to America. . . . New York: The Collectors Club. 76 p. (No. 4-1915. 900 items.)

Catalogue of books relating to America. London: George Saby. 28 p. (No. 5, 1915. 558 items.)

Rare Americana from two old Boston libraries, comprising mainly 17th and 18th century imprints. New York: The Collectors Club. 83 p. (No. 3-1915. 593 items.)

Rare, curious, interesting Americana, including . . . American church history, biography, genealogy, Indians, Civil War . . . local histories. . . . New York: Schulte's Bookstore. 41 p. (Cat. no. 63. 823 items.)

Valuable Americana . . . embracing rare Virginia history . . . and early laws of Massachusetts, Connecticut and Rhode Island. Philadelphia: Stan. V. Henkels. 68 p. (Cat. no. 1127. 453 items.)

ATLASES

Phillips, Philip Lee, comp. A list of geographical atlases in the Library of Congress, with bibliographical notes. Vol. III, Titles 3266-4087. Washington, D. C.: Gov. Pr. Off., 1914. 1030 p. (Library of Congress publ.)

BANKING

Conant, Charles Arthur. A history of modern banks of issue; 5. ed., rev. and enl.; with new chapters on the Federal Reserve Act and the banks in the European War. Putnam. 7 p. bibl. \$3.50 n.

Harria, Ralph Scott. Practical banking; with a survey of the Federal Reserve Act. Houghton Mifflin. 4 p. bibl. \$1.75 n.

BIBLE

Blakiston, Rev. Alban. The Bible of to-day. Putnam, 1914. 3 p. bibl. \$1 n.

BIBLIOGRAPHY

A fine collection of bibliography and books about authors and their work. New York: Anderson Auction Co. 19 p. (No. 1153-1915. 204 items.)

BILLINGS, JOHN SHAW

Hasse, Adelaide R., comp. Bibliography of the writings of John Shaw Billings, 1861-1913. (In Fielding H. Garrison, John Shaw Billings: a memoir. Putnam. p. 411-422. \$2.50 n.)

BLAKE, WILLIAM

Berger, Philippe. William Blake, poet and mystic; authorized translation from the French by Daniel H. Connor. Dutton. 17 p. bibl. \$5 n.

BOTANY

Grove, William Bywater. The British rust fungi (*Uredinales*); their biology and classification. Putnam, 1913. 5 p. bibl. \$4.50 n.

BUDDHISM

Davidis, Mrs. Caroline Augusta Foley Rhys. Buddhist psychology; ed. by D. R. S. Mead. Macmillan. bibl. \$1 n. (Quest series.)

- BURNS, ROBERT**
Burns, Robert. The jolly beggars; a cantata; with introduction by W. Marion Reedy. Portland, Me.: Thomas B. Mosher, 1914. 5 p. bibl. \$1.50.
- BUSINESS**
Tipper, Harry. The new business. Doubleday, Page, 1914. bibl. \$2 n.
- BUSINESS EDUCATION**
Eaton, Jeannette, and Stevens, Bertha M. Commercial work and training for girls. Macmillan. 5 p. bibl. \$1.50 n.
- CALIFORNIA**
Eakle, Arthur Starr. Minerals of California. March, 1914. San Francisco: State Mining Bureau, 1914. 10 p. bibl. (Bull. 67.)
- CATHOLIC BOOKS**
A catalogue of second-hand Catholic books, English, French, German, Latin, etc. Philadelphia: John Joseph McVey. 48 p. (No. 53.)
- CHAMBERS OF COMMERCE**
Sturges, Kenneth Montague. American chambers of commerce. Moffat, Yard. 4 p. bibl. \$2 n. (Williams College, David A. Wells prize essays.)
- CHILD LABOR**
Bullock, Edna Dean, comp. Selected articles on child labor. 2. ed., enl. White Plains, N. Y.: H. W. Wilson Co. 16 p. bibl. \$1 n. (Debaters' handbook series.)
- CHILDREN**
King, Irving. The high-school age. Bobbs-Merrill, 1914. bibl. \$1 n. (Childhood and youth series.)
- CHILDREN, CARE OF**
Wachenheim, Frederick L. Infant-feeding; its principles and practice. Philadelphia: Lea & Febiger. 11 p. bibl. \$2 n.
- CHURCH WORK**
Ward, William T. Variety in the prayer meeting; a manual for leaders; introduction by Bishop W. O. Shepard. New York: Methodist Book Concern. 4 p. bibl. 50 c. n.
- CITY PLANNING**
Kimball, Theodora. Classified selected list of references on city planning. Boston: Nat. Conference on City Planning. 48 p. 50 c.
- CIVICS**
A list of school text books in civics. (In *St. Louis P. L. Monthly Bull.*, Apr., 1915. p. 118-121.)
- CRIMINOLOGY**
Healy, William. The individual delinquent; a textbook of diagnosis and prognosis for all concerned in understanding offenders. Little, Brown, 1914. 18 p. bibl. \$5 n.
- DISASTERS**
Great disasters. (In *New Orleans P. L. Quar. Bull.*, O.-D., 1914. p. 99-101.)
- DRAMA**
South Bend (Ind.) Public Library. Drama collection; selected list. 18 p.
- DRAMA, GERMAN**
Roesler, Erwin W. The soliloquy in German drama. Lemcke & Buchner. 3 p. bibl. \$1. (Columbia Univ. Germanic studies.)
- EDUCATION**
Stoner, Winifred Sackville. Natural education. Bobbs-Merrill, 1914. 11 p. bibl. \$1 n. (Childhood and youth series.)
- EGYPT**
Budge, Ernest Alfred Thompson Wallis. A short history of the Egyptian people; with chapters on their religion, daily life, etc. Dutton, 1914. 4 p. bibl. \$1 n.
- ENTOMOLOGY**
Carpenter, George Herbert. The life-story of insects. Putnam, 1913. 5 p. bibl. 40 c. n. (Cambridge manuals of science and literature.)
- ETHICS**
Self-sacrifice. (In *New Orleans P. L. Quar. Bull.*, O.-D., 1914. p. 98-99.)
- FINE ARTS**
Catalogue of works on the fine arts . . . American-Indian art and archeology, pottery and porcelain. . . London: Francis Edwards. 66 p. (No. 348. 1126 items.)
- FORESTRY**
Winkenwerder, Hugo August, and Clark, Elias Treat. A manual of exercises in forest mensuration. Seattle, Wash.: The authors. 4 p. bibl. \$1.35.
- FRANCE—HISTORY**
A list of books on French history, politics, and political economy. Leipzig: Karl W. Hiersemann. 54 p. (Catalogue 437. 548 items.)
- FREEMASONRY**
Newton, Rev. Joseph Fort. The builders; a story and study of Masonry. Cedar Rapids, Ia.: Torch Press, 1914. 4 p. bibl. \$1.25 n.
- GARDENS**
Detroit Public Library. Gardens; selected list. 2 p.
- GEOLOGY**
Park, James. A text-book of geology; for use in mining schools, colleges, and secondary schools. Lippincott, 1914. 6 p. bibl. \$4.50 n.
- GEORGIA—HISTORY**
Brooks, Robert Preston. The agrarian revolution in Georgia, 1865-1912. Madison, Wis.: Univ. of Wis., 1914. 7 p. bibl. (Bull. Historical series.)
- GOVERNMENT, AMERICAN**
Stickles, Arndt Mathias. Elements of government; political institutions, local and national, in the United States. Amer. Book Co., 1914. bibl. \$1.
- HALE, NATHAN**
Johnston, Henry Phelps. Nathan Hale, 1776; biography and memorials. Rev. and enl. ed. New Haven: Yale Univ., 1914. 8 p. bibl. \$2.35 n.
- HEREDITY**
Conklin, Edwin Grant. Heredity and environment in the development of men. Princeton Univ. Press. 8 p. bibl. \$2 n. (Norman W. Harris lectures, 1914, at Northwestern Univ.)
- HIGH SCHOOLS**
Johnston, Charles Hughes, ed. The modern high school; its administration and extension; with examples and interpretations of significant movements. Scribner, 1914. 68 p. bibl. \$1.75 n.
- HISTORY**
Davis, Calvin Olin. A guide to methods and observation in history; studies in high school observation. Rand, McNally, 1914. 6 p. bibl. 50 c. n.
Shambaugh, Benjamin Franklin, ed. Applied history. v. 2. Iowa City, Ia.: State Hist. Soc. bibl. \$3 n. (Iowa applied history series.)
- HISTORY, AMERICAN**
Cole, Arthur Charles. The Whig party in the South. Washington, D. C.: Am. Hist. Assn., 1914. 22 p. bibl. \$1.50 (to members \$1).
- HISTORY, GREEN**
Thallon, Ida Carleton, ed. Readings in treek history, from Homer to the battle of Chaeronea; a collection of extracts from the sources. Boston: Ginn, 1914. bibl. \$2.
- HOLLAND**
Loon, Hendrik Willem von. The rise of the Dutch kingdom, 1795-1813; a short account of the early development of the modern kingdom of the Netherlands. Doubleday, Page. 6 p. bibl. \$2.50 n.
- HOUSEHOLD SCIENCE**
Cookery and domestic economy. (In *Bull. of the Salem [Mass.] P. L.*, F., 1915. p. 154-156.)
University of Illinois Library. List of popular books on household science. 6 p.
- IMMIGRATION—UNITED STATES**
Firkins, Ina Ten Eyck. Italians in the United States. (In *Bull. of Bibl.*, Ja., 1915. p. 129-132.)
Firkins, Ina Ten Eyck. Japanese in the United States. (In *Bull. of Bibl.*, O., 1914. p. 94-98.)
- IMMORTALITY**
Holmes, Rev. John Haynes. Is death the end? being a statement of the arguments for immortality; a justification, from the standpoint of modern scientific and philosophic thought, of the immortal hope; and a consideration of the conditions of immortality and their relation to the facts and problems of present human existence. Putnam. 4 p. bibl. \$1.50 n.

- INDIA**
Catalogue of a collection of books . . . relating to the Indian Empire. London: Francis Edwards. 71 p. (No. 349. 979 items.)
- INDIANA**
Select list of books on Indiana. (In *Bull. of the Ind. State L., Mr.*, 1915. p. 9-11.)
- INDIANS, AMERICAN**
American Indians. Elizabeth, N. J.: Noah Farnham Morrison. 30 p. (No. 149. 3290-4002 items.)
Books relating to the American Indian, mostly scarce and out of print. Cleveland: Arthur H. Clark Co. 28 p. (No. A75. 467 items.)
Rare Americana relating to the American Indians collected by Wilberforce Eames. Part IV. New York: Anderson Auction Co. 77 p. (1897-2500 items.)
- JAPAN**
Brinkley, Frank, and Kikuchi, Baron Dairoku. A history of the Japanese people from the earliest times to the end of the Meiji era. New York: Encyclopedia Britannica Co. 3 p. bibl. \$4.25.
- JESUS CHRIST**
A springtime catalogue of theological literature . . . including 684 items devoted to the life and teaching of Jesus Christ. . . . London: Charles Higgin & Son. 40 p. (No. 536. 1419 items.)
- JEWS**
Sanders, Frank Knight. History of the Hebrews; their political, social and religious development and their contribution to world betterment. Scribner, 1914. 17 p. bibl. \$1 n.
- KIPLING, RUDYARD**
The very remarkable Kipling collection made by G. M. Williamson. . . . New York: Anderson Auction Co. 27 p. (No. 1140—1915. 242 items.)
- LAND, OWNERSHIP OF**
Alien ownership of land; select list of references to material in the California State Library. (In *New Notes of Cal. Libs.*, O., 1914. p. 683-686.)
- LATIN PRONUNCIATION**
Scheler, John Bernard. The Roman pronunciation of Latin according to the Latin grammarians. 2. ed. Notre Dame, Ind.: Univ. Press, 1914. 3 p. bibl. 20 c.
- LAW, INTERNATIONAL**
Stockton, Charles Herbert. Outlines of international law. Scribner, 1914. 6 p. bibl. \$2.50 n.
- LEGISLATIVE REFERENCE LIBRARIES**
Kaiser, John Boynton. Law, legislative and municipal reference libraries. Boston Book Co., 1914. bibl. \$4 n.
- LINCOLN, ABRAHAM**
A small collection of books and pamphlets relating to Abraham Lincoln. New York: Daniel H. Newhall. 23 p. (No. 85. 658 items.)
- LITERATURE, ENGLISH**
A catalogue of books in English literature and history; first supplement. London: Bernard Quaritch. p. 351-478. (No. 335. 4393-5762 items.)
- LOS ANGELES**
Los Angeles Public Library. Civic problems of Los Angeles. (In *Lib. Books, F.*, 1915. p. 20-29.)
- MARKETS**
[Bibliography on markets and on storage and distribution of food supplies.] (In Appendix XV, Rpt. of Mayor's Market Commission of New York City. D., 1913. p. 265-294.)
- MAPS**
Fordham, Sir Herbert G. Studies in carto-bibliography, British and French; and in the bibliography of itineraries and roadbooks. New York: Oxford Univ. Pr., 1914. 5 p. bibl. \$2 n.
- MEDICINE**
Catalogue of sets of periodicals and publications of learned societies on medicine. New York: G. E. Stechert & Co., 1914. 16 p. New series XXXV—1914.)
- METABOLISM**
Higley, G. Oswin. A balance-chemograph and the excretion of carbon dioxide during rest and work. Ann Arbor, Mich., 1914. 2 p. bibl.
- METHODISM**
North, Eric McCoy. Early Methodist philanthropy. New York and Cincinnati: Methodist Book Concern, 1914. 8 p. bibl. \$1 n.
- MINERALOGY**
Clark, John Dustin. A chemical study of the enrichment of copper sulfide ores. Albuquerque, N. M.: Univ. of N. M., 1914. 8 p. bibl. (Bull.)
- MINIMUM WAGE**
Andrews, Irene Osgood. Minimum wage legislation. 2 p. bibl.
Repr. from Appendix 3 of 3. Rpt. of New York State Factory Investigating Commission, 1914.
Reeder, C. W., comp. Bibliography on minimum wage. (In Rpt. no. 1 of Dept. of investigation and statistics of Ohio Industrial Commission, Wages and hours of labor of women and girls employed in mercantile establishments in Ohio in 1913. p. 22-73.)
- MINING**
Trimble, William Joseph. The mining advance into the inland empire; a comparative study of the beginnings of the mining industry in Idaho and Montana, eastern Washington and Oregon, and the southern interior of British Columbia; and of institutions and laws based upon that industry. Madison, Wis.: Univ. of Wis., 1914. 7 p. bibl. (Bull.)
- MINING EDUCATION**
Hutchins, Margaret. Mining education. bibl. 200 items. (In Stock, H. H., Education of mine employees. Univ. of Ill. Bull.)
- MINNESOTA**
Books, pamphlets, and maps relating to Minnesota, the West and Northwest. Minneapolis: Minneapolis Book Exchange. 8 p. (210 items.)
- MUNICIPAL GOVERNMENT**
Buffalo Public Library. City affairs; municipal government and administration. 10 p.
Wright, Joseph. Check list of bibliographies relating to municipal government. 20 p.
Repr. from *Nat. Municipal Review*, Apr., 1914.
- MUNICIPALITIES—HOME RULE**
University of Wisconsin—Extension div. Home rule. bibl. p. 8-9.
- MYTHOLOGY**
Davis, Gladys M. N. The Asiatic Dionysos. Macmillan. bibl. \$3.25 n.
- NAPOLEON**
Catalogue of books, coins and medals chiefly relating to Napoleon I, his adherents and contemporaries, and works of French literature and history. . . . New York: Amer. Art. Assn. unpaged. (922 items.)
- NATIONAL DEFENSE**
Bacon, Corinne, comp. Selected articles on national defense. White Plains, N. Y.: H. W. Wilson Co. 64 p. 25 c. (Abridged debaters' handbook series.)
- NEWSPAPERS**
Haskell, Daniel C., comp. A checklist of newspapers and official gazettes in the New York Public Library. Part VI. (In *Bull. of the N. Y. P. L.*, D., 1914. p. 1497-1480.)
- NEW HAVEN**
List of references on the city of New Haven. (In *New Haven F. P. L. Bulletin* Jan., 1915. p. 17-20.)
- OHIO VALLEY**
Brandenburg, S. J., comp. Catalogue of the Samuel F. Covington library of Ohio Valley history [with additions of other special collections on the same subject]. (In *Miami Univ. Bull.*, O., 1914. p. 19-75.)
- OPTICS**
Gage, Simon Henry, and Gage, Henry Phelps. Optic projection; principles, installation and use of the magic lantern, projection microscope, reflecting lantern, moving picture machine. . . . Ithaca, N. Y.: Comstock Pub. Co., 1914. 11 p. bibl. \$3.

ORIENT

A catalogue of second-hand books on British India, Burma, and Ceylon. London: Luzac & Co. 100 p. (Bibliotheca Orientalis, xv. 1801 items.)

Luzac's oriental list and book review. London: Luzac & Co., 1914. p. 214-256. 6d. (Vol. xxv, nos. 9-10. S.-O., 1914.)

Luzac's oriental list and book review. London: Luzac, 1914. p. 258-304. 6d. (Vol. xxv, nos. 11-12. N.-D., 1914.)

PAGEANTS

List of material [on pageants] to be found in the Indiana State Library; books and pamphlets. (In *Bull. of the Ind. State L., Mr.*, 1915. p. 6-8.)

PAINTING

Eddy, Arthur Jerome. Cubists and post-impressionism. . . . McClurg, 1914. 15 p. bibl. \$3 n.

PANAMA-PACIFIC EXPOSITIONS

Osterhout Free Library. Special list on Panama-Pacific Expositions. (In *Bull. of the Osterhout F. L., F.*, 1915. p. 69-72.)

PEACE

Reely, Mary Katharine, comp. Selected articles on world peace; including international arbitration and disarmament. White Plains, N. Y.: H. W. Wilson Co., 1914. 11 p. bibl. \$1. (Debater's handbook series.)

PERSIA

Pratt, Ida A., comp. List of work in the New York Public Library relating to Persia. (In *Bull. of the N. Y. P. L., Ja.*, 1915. p. 9-125.)

PHILOSOPHY

Coker, Francis William. Readings in political philosophy. Macmillan. 5½ p. bibl. \$2.25 n.

Riley, Woodbridge. American thought; from Puritanism to pragmatism. Holt. 7 p. bibl. \$1.50 n.

Wright, Willard Huntington. What Nietzsche taught. Huebsch. bibl. \$2 n.

PLAYGROUNDS, AMERICAN

Douglas, Antoinette. A selected list of books on American playgrounds. (In *St. Louis P. L. Monthly Bull., Ap.*, 1915. p. 121-123.)

POETRY

Fairchild, Arthur Henry Rolph. The teaching of poetry in the high school. Houghton Mifflin, 1914. 5 p. bibl. 60 c. n. (Riverside educational monographs.)

King, Bishop Henry. The English poems of Henry King, D.D.; now first collected from various sources and edited by Lawrence Mason. Yale Univ. Press, 1914. 3 p. bibl. \$1.35 n.

New York Public Library. Poets of to-day. (In *Branch Library News, F.*, 1915. p. 19-22.)

POLICE

Munro, W. B. List of references on police administration. (In *Amer. City, Ap.*, 1914. p. 352-364.)

POLICE SYSTEMS

Fosdick, Raymond Blaine. European police systems. Century Co. 12 p. bibl. \$1.30 n. (Publ. of the Bur. of Social Hygiene.)

POLITICS

Ray, P. Orman. An introduction to political parties and practical politics. Scribner. bibl.

POLITICAL ECONOMY

Secrist, Horace. An economic analysis of the constitutional restrictions upon public indebtedness in the United States. Madison, Wis.: Univ. of Wis., 1914. 5 p. bibl. (Bull. Economic and political science series.)

POLYGAMY

Gallichan, Walter M. Women under polygamy. Dodd, Mead. 5 p. bibl. \$2.50 n.

POOR-RELIEF LAWS

Gillin, John L. History of poor relief legislation in Iowa. Iowa City: State Hist. Soc., 1914. bibl. \$2. (Iowa social history series.)

PSYCHOLOGY

Thorndike, Edward Lee. Educational psychology; briefer course. New York: Teachers College, 1914. 8 p. bibl. \$2.

PSYCHOLOGY, CHILD

Barnes, Earl. The psychology of childhood and youth; outlines of thirty lectures. New York: Huebsch, 1914. bibl. 50 c. n.

PUBLIC DEFENDER

[List of references on the work of a public defender.] (In *New York Municipal Ref. L. Notes*, 27 Ja. 1915. p. 63.)

RADIUM

Soddy, Frederick. The chemistry of the radio-elements. . . . Longmans. 6 p. bibl. \$1.75 n. (Monographs on inorganic and physical chemistry.)

RAILROADS—IN WAR

Bureau of Railway Economics Library. List of references on railroads in war. (In *Spec. Libs., N.*, 1914. p. 134-143.)

RAILROADS—LEGISLATION

Bureau of Railway Economics Library. Maximum train crews and maximum length of trains—legislation in the United States. (In *Spec. Libs., F.*, 1915. p. 25-39.)

READING

Wilson, Margaret. Some suggestions about outside reading; with an appended book-list. Urbana, Ill.: Ill. Assn. of Teachers of English, 1914. 6 p. bibl. (Bull.)

RELIGION

Smith, John Merlin Powis. The prophet and his problems. Scribner, 1914. 6 p. bibl. \$1.25 n.

RELIGIOUS EMBLEMS

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- SLAVERY**
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- SOCIOLOGY**
Gehlke, Charles Elmer. Emile Durkheim's contributions to sociological theory. Longmans. 4 p. bibl. \$1.50. (Columbia Univ. studies in history, economics, and public law.)
- SOUTH AMERICA**
Portugal, Central and South America; with special reference to political economy, government and legislation, and a supplement of works and sets on the same matters. Leipzig: Karl W. Heisemann. 72 p. (Cat. 436. 786 items.)
- SPELLING**
Cook, William Adelbert, and O'Shea, Michael Vincent. The child and his spelling; an investigation of the psychology of spelling, individual and sex differences in spelling abilities and needs. . . . Bobbs-Merrill, 1914. 6 p. bibl. \$1 n. (Childhood and youth series.)
- TRAVEL**
Out-of-the-way places. (In *New Orleans P. L. Quar. Bull.*, O.-D., 1914. p. 96-98.)
Travel and history; a catalogue of books relating to foreign countries, English colonies, Europe, etc. London: Neville & George. 30 p. (No. 31. 781 items.)
Voyages and travel; topography and heraldry; natural history. London: Maggs Bros. 224 p. (No. 334. 2467 items.)
- UNITED STATES**
Books and pamphlets relating to the Middle West. New York: Daniel H. Newhall, 154 Nassau St. 34 p. (No. 86. 1673 items.)
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Dunbar, Seymour. A history of travel in America; showing the development of travel and transportation . . . together with a narrative of the human experiences and changing social conditions that accompanied this economic conquest of the continent. 4 v. Bobbs-Merrill. 34 p. bibl. \$10 n.
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Dewey, Davis Rich. Financial history of the United States. 2. ed. Longmans, 1902. 29 p. bibl. \$2 n. (American citizen series.)
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Interesting books relating to American history. . . . New York: J. B. McGee, 178 W. 81st St. 52 p. (No. 1, 1915. 620 items.)
Nuggets of American history; an unusual collection of pamphlets. . . . Philadelphia: Stan. V. Henkels. 48 p. (Catalogue no. 1135. 350 items.)
Usher, Roland Greene. Pan-Americanism; a forecast of the inevitable clash between the United States and Europe's victor. Century Co. 9 p. bibl. \$2 n.

Communication

Editor of Library Journal:

Mr. Severance calls attention to the fact that the statement, made in my article on "Reference books," in the February LIBRARY JOURNAL, that the *Romanic Review* is omitted from his "Guide to periodicals," is incorrect as the *Romanic Review* is listed on p. 325, in its proper alphabetical place. He is quite right to take exception, as the comment, in the form in which it stands in the article, is incorrect. My original notes about the omission of some important titles, both new and old, referred especially to omissions from the classified list, and the sentence in question should have been to the effect that the "oc-

casional omissions, from the classified list, of important new journals, e. g., the *Romanic Review*, will probably be corrected in the next edition," but through an error in copying, which ought of course to have been caught in proof reading, but which I failed to notice, the statement was made to read as if it referred to the whole "Guide." I regret sincerely that my failure to correct in proof the error in transcription resulted, in the case of that particular title, in an injustice to Mr. Severance's useful "Guide."

I find, however, on re-examination of the classified list, that the *Romanic Review* is really an example not of an omission from the classified list, but of a wrong classification. I had thought it omitted from that list because it did not appear with other journals of the same type under the heading Philology, but I find that while omitted under Philology it actually is listed out of place under the heading Philosophy. I have sent to Mr. Severance notes of some other periodicals which I failed to find in one list or the other, in the hope that he may think it worth while to include them in some later edition of the "Guide."

ISADORE G. MUDGE.

Library Calendar

May 10. Pennsylvania Library Club. Philadelphia.

June 3-9. American Library Association. Annual conference, Berkeley, Cal.

Sept. 26-Oct. 2. New York Library Association. Squirrel Inn, Twilight Park, N. Y.

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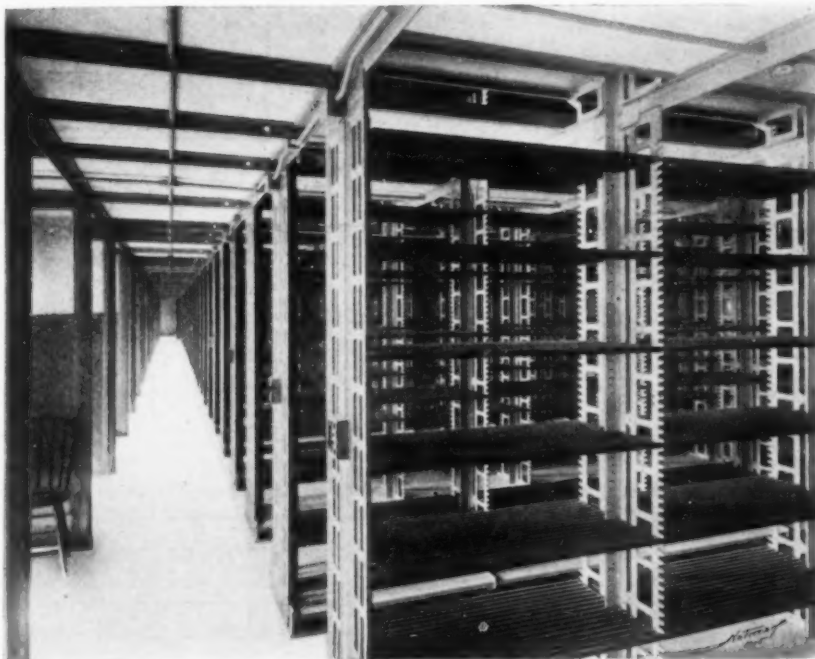
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